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IDENTIFIERS	*Interdependence; Power

ABSTRACT

The purpose of this compilation of teacher-developed descriptive evaluations of curriculum materials is to provide practical guidance to available materials dealing with the selected themes of interdependence, conflict, and change. Each of six conceptual units presented on change, conflict, identity, interdependence, power and authority, and values and valuing, contains introductory information to all the materials analyzed, indexing them by conceptual units, topics/techniques, typical courses into which they might be categorized, and grade level. The bulk of each unit is made up of edited versions of the descriptive teacher evaluations. Bibliographic and cost information for each curriculum title are provided along with information on the circumstances under which the materials were used, the grade level, teaching time, and preparation time required. Comments on content, focus, key concepts, goals, helpful supplementary materials, required student abilities, motivation associated with the use of the materials, and additional insights complete each description. (JH)

ED 096236

A GUIDE TO SELECTED CURRICULUM MATERIALS ON INTERDEPENDENCE, CONFLICT, AND CHANGE:

Teacher Comments on Classroom Use and Implementation

CONFLICT

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SO 007 784

Prepared for the Center for Teaching International Relations by the Center for War/Peace Studies (A Program of the New York Friends Group, Inc.), 1973. Produced and distributed through a grant from the National Endowment for the Humanities.

INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

7. The guide is being distributed in six conceptual units -- change, conflict, identity, interdependence, power and authority, values and valuing. Each unit however, contains a listing of all the materials tested and complete indexes including topics/techniques index, and suggested placement of tested materials into semester courses. Items are arranged alphabetically by title. If you are interested in receiving other sections of the bibliography or have comments on materials you've used write the Curriculum Materials Program, Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

PARTICIPATING TEACHERS

Roy Aaland
Sheila Abdallah
Jim Adams
Neil Agron
John Bedecarre
Don Bergamini
Bruce Borad
Jody Bourland
Dick Bristow
Katie Chilton
Ron Clark
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Aleta Dunn
Lars Ekdahl
Dave Ellick
Don Gallup
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Myra Redick
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Martha Riley
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Ray Schultz
Ernest Spencer
Ken Stierna
Barbara Stromberg
Marv Tauber
Grace Townley
Sharon Vogt
Carl von Rohr
Ruby Wilhite
Barbara Williams
Jackie Woodruff
Rita Zwerdling

LIST OF UNITS EVALUATED IN ENTIRE PROJECT

American Political Behavior (Ch,P)[+]
Choices (V)
Conflict, Politics and Freedom (Co,P)
Constructing a Life Philosophy (I,V)
Crimes and Justice (Co,P)
CultureContact* (Ch,Co,ID)
Data on the Human Crisis (Co,ID)
Dealing with Aggressive Behavior (Co,P,I)
Division, Unity and Expansion (Ch,Co)
Earth Island** (ID)
Ecology Controversy (V,ID)
Four World Views (I,ID,Ch)
From Subject to Citizen (Ch,P)
Ghetto* (Co,P,I)
Hiroshima Decision** (P,V)
Images of People (I)
Inquiry Experiences in American History (Ch,Co)
Interaction of Cultures (Ch,ID)
Law: You, the Police and Justice (P)
Liberals and Conservatives (Ch,P,V)
Loyalties: Whose Side Are You On? (P,V)
Making Value Judgments (I,V)
Man: A Course of Study (I,V)
Man: A Cross-Cultural Approach** (ID)
Man in Culture (Ch,I,ID)
Man in His Environment (ID)
Man's Attitudes (I)
Man's Economic World (Co,ID)
Marketplace* (ID)
Mix (V,ID)
Nations in Action (Ch,Co)
OXFAM Case Studies of Developing Nations (Ch,ID)
People and Places (ID)
People of the World (Ch,ID)
Railroad Game* (Co,P)
Simulating Social Conflict (Co)
Small Group Processes (Ch, Co)
Social Change: The Case of Rural China (Ch)
Starpower (Powderhorn)* (P,Co)
Taking a Stand (Co)
Values in Action** (Co,V,P)
Voices for Justice (Co,P)
Youth and the Law (P)

[+]These letters refer to the conceptual units in which a particular item appears. Ch stands for Change; Co -- Conflict; ID -- Interdependence; I -- Identity; P -- Power and authority; V -- Values and valuing.

*Game
**Multi-Media kit

SUGGESTED PLACEMENT OF MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/LAW

American Political Behavior
Conflict, Politics and Freedom
Crimes and Justice
Ghetto*
Law: You, the Police and Justice
Liberals and Conservatives
Voices for Justice
Youth and the Law

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion
From Subject to Citizen
Hiroshima Decision**
Inquiry Experiences in American History
Railroad Game*

ANTHROPOLOGY

CultureContact*
Interaction of Cultures
Man: A Course of Study
Man in Culture
Mix

ECOLOGY

Earth Island**
Ecology Controversy
Man in His Environment

ECONOMICS

Man's Economic World
Marketplace*

INTERNATIONAL RELATIONS

Nations in Action
OXFAM Case Studies of Developing Nations
Simulating Social Conflict
Social Change: Case of Rural China

PHILOSOPHY/ETHICS

Choices
Constructing a Life Philosophy
Four World Views
Hiroshima Decision**
Liberals and Conservatives
Loyalties: Whose Side Are You On?
Making Value Judgments
Values in Action**

PSYCHOLOGY

Constructing a Life Philosophy
Dealing with Aggressive Behavior
Images of People
Loyalties: Whose Side Are You On?
Man's Attitudes
Small Group Processes
Starpower*

SOCIOLOGY

American Political Behavior
Crimes and Justice
Ghetto*
Images of People
Simulating Social Conflict
Small Group Processes
Social Change: Case of Rural China
Starpower*

WORLD CULTURE/AREA STUDIES/ GEOGRAPHY

CultureContact*
Four World Views
Interaction of Cultures
Man: A Cross-Cultural Approach**
Mix
OXFAM Case Studies of Developing Nations
People and Places
People of the World

WORLD HISTORY

Four World Views
Hiroshima Decision**
Interaction of Cultures
Nations in Action

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TOPICS/TECHNIQUES INDEX

AFRICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Jr)
Data on the Human Crisis (Jr/HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)
Ghetto* (Jr/HS)
Man's Economic World (Jr/HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
Ghetto* (Jr/HS)
Liberals and Conservatives (HS)
Voices for Justice (Jr/HS)

AMERICAN REVOLUTION

From Subject to Citizen (Jr)

ASIA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Jr)

BUSINESS ETHIC, U.S., DEVELOPMENT OF

Division, Unity and Expansion (HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

COLONIAL PERIOD, U.S.

From Subject to Citizen (Jr)

COMMUNICATION PROBLEMS

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Jr/HS)
Dealing with Aggressive Behavior (Jr)
Simulating Social Conflict (HS)

CONSTITUTION, U.S.

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
From Subject to Citizen (Jr)
Voices of Justice (Jr/HS)

CULTURE/CROSS-CULTURAL APPROACH, INTERACTIONS OF CULTURES

CultureContact* (Jr/HS)
Four World Views (Jr/HS)
Interaction of Cultures (Jr/HS)
Man: A Course of Study (Jr)
Man: A Cross-Cultural Approach** (Jr/HS)
Man in Culture (Jr/HS)
Mix (HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
People and Places (Jr)
People of the World Series (Jr/HS)

DATA RESOURCES

Data on the Human Crisis (Jr/HS)

DEPRESSION, U.S. AND WORLD

Nations in Action (Jr)

*Game
**Multi-Media kit

DEVELOPING NATIONS

Data on the Human Crisis (Jr/HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
Mix (HS)
People and Places (Jr)
People of the World (Jr/HS)
Starpower* (Jr/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)
Constructing a Life Philosophy (HS)
Loyalties: Whose Side Are You On? (HS)
Making Value Judgments (Jr/HS)
Values in Action** (Jr)

DISCUSSING PUBLIC ISSUES

Taking a Stand (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION)

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)
Man in His Environment (Jr/HS)

ENGLISH BACKGROUND, U.S. HISTORY

From Subject to Citizen (Jr)

GAMES AND SIMULATIONS

CultureContact* (Jr/HS)
Ghetto* (Jr/HS)
Marketplace* (HS)
Railroad Game* (Jr/HS)
Starpower* (HS) -- Powderhorn (Jr)

GEOGRAPHICAL SKILLS

People and Places (Jr)

GROUP PROBLEM SOLVING

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations (Jr/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Jr/HS)

INDIA

People of the World (Jr/HS)

INDUSTRIALIZATION, U.S., 19th CENTURY

Division, Unity and Expansion (HS)
Railroad Game* (Jr/HS)

INFLUENCE AND USE OF POWER, U.S.

American Political Behavior (HS)
From Subject to Citizen (Jr)

INQUIRY ACTIVITIES/U.S. HISTORY

Division, Unity and Expansion (HS)
Inquiry Experiences in American History (Jr/HS)

INTERNATIONAL SYSTEM

Man's Economic World (Jr/HS)
Nations in Action (Jr)
Starpower* (Jr/HS)

KENYA

People of the World (Jr/HS)

LANGUAGE ARTS

Choices (HS)
Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World (Jr/HS)

LAW, CIVIL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Voices for Justice (Jr/HS)

LAW, CRIMINAL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Crimes and Justice (Jr/HS)
Law: You, the Police and Justice (Jr/HS)
Youth and the Law (Jr/HS)

LIFE CYCLE

Man: A Course of Study (Jr)

LOYALTY

Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)

MAN, NATURE OF

Constructing a Life Philosophy (HS)
Man: A Course of Study (Jr)
Man's Attitudes (Jr/HS)

NATIONALISM

Interaction of Cultures (Jr/HS)
Nations in Action (Jr)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

Hiroshima Decision** (HS)
Simulating Social Conflict (HS)

PERCEPTION

Images of People (HS)
Man's Attitudes (Jr/HS)

POPULATION

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Jr)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Jr/HS)

REVOLUTION

Starpower* (Jr/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Jr/HS)
Inquiry Experiences in American History
Law: You, the Police and Justice (Jr/HS)
Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)
Voices for Justice (Jr/HS)

RULE-MAKING

Starpower* (Jr/HS)
Voices for Justice (Jr/HS)

SOCIAL CLASS

Images of People (HS)
Social Change: Case of Rural China (HS)
Starpower* (Jr/HS)

STEREOTYPES

Images of People (HS)
Man's Attidues (Jr/HS)

URBAN AMERICA

Crimes and Justice (Jr/HS)
Ghetto* (Jr/HS)

WAR/PEACE

Data on the Human Crisis (Jr/HS)
Hiroshima Decision** (HS)
Nations in Action (Jr)
OXFAM Case Studies of Developing Nations (Jr/HS)
Starpower* (Jr/HS)

WORLD WAR I

Nations in Action (Jr/HS)

WORLD WAR II

Hiroshima Decision** (HS)
Nations in Action (Jr/HS)

CONFLICT -- MATERIALS DESCRIBED

Title	Grade Level		
	7-8	9	10-11-12
Conflict, Politics and Freedom	X	X	X
Crimes and Justice	X	X	
CultureContact*	X	X	X
Data on the Human Crisis		X	X
Dealing with Aggressive Behavior	X	X	
Division, Unity and Expansion			X
Ghetto*	X	X	X
Inquiry Experiences in American History	X	X	X
Man's Economic World	X	X	
Nations in Action	X		
Railroad Game*	X	X	X
Simulating Social Conflict			X
Small Group Processes			X
Starpower*	X	X	X
Taking a Stand			X
Values in Action**	X		
Voices for Justice	X	X	X

*Game
**Multi-Media kit

CONFLICT, POLITICS AND FREEDOM

Authors	Charles N. Quigley and Richard P. Longaker
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $1.80; Teacher's guide $2.22 (school prices)

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:

1 teacher, 56 students
Grade level - 8
Portion taught - Part. Pages 1- 60.
Most of Unit I, part of Unit II, none of Unit III.

Recommended Placement	8th - 12th grades
Teaching Time	6 to 8 weeks
Suggested Preparation Time	10 hours
Helpful Supplementary Materials	Due Process of Law Denied, available from Audio-Visual Center, Indiana University, Bloomington, Indiana, rental $7.25.

I. Description

A. *Comments:* Rather than treating them abstractly, introduces the basic principles of democratic government in a way that helps students to experience those principles at work. Unit I relates to students' own experience, as it teaches various forms of government; Unit II relies mostly on historical case studies to teach the functions of conflict.

Focus: The underlying principles of the U.S. Government, how they operate, and how they affect U.S. citizens and leaders. The functioning of the U.S. political system. *Subfocuses:* Conflict: its institutionalization, functions, inevitability, sources, limits, resolution. Functions of governmental institutions. Differences between authoritarian and democratic political systems.

B. *Key concepts:* conflict, power and authority

C. *Goals and objectives*

1. To gain understanding of and appreciation for constitutional government.
2. To gain fundamental understanding of the role and necessity of conflict in a free society.
3. To be able to make rational decisions on public issues and to be interested in being involved in governmental process.
4. To be able to differentiate authoritarian and democratic behaviors.

II. Abilities required

A. *Reading level:* 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
inquiry/hypothesizing			X
role-playing			X
discussion			X
inductive process			X
simulation		X	

III. Teacher's comments on motivation

A. The testing teacher found this material to be self-motivating and not requiring continual motivating activities by the teacher.

B. Unit I "grabbers": The readings themselves contained funny names and humorous statements which intrigued many (especially the poorer readers) and turned off a few.

C. As long as the teacher is able to be accepting of student responses that are divergent at times, self-motivation seems high.

IV. Additional comments

Supplement the readings and discussion with films and simulations. Choose carefully the questions on which to focus. A great many are provided, but students tire of too many chores in relation to each reading.

CRIMES AND JUSTICE
(Justice in Urban America Series)

Author	Robert H. Ratcliffe
Publisher	Houghton Mifflin Company
Availability	Houghton Mifflin Company Educational Division 110 Tremont Street Boston, Massachusetts 02107
Cost	Student book $1.20; Teacher's guide $1.35

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 400 students
Grade level - 7-10
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	3 weeks - 6 weeks
Suggested Preparation Time	10 - 20 hours, approximately 30 minutes each day.
Helpful Supplementary Materials	Periodicals, newspapers, data on crime rates, the Penal Code, speakers, films

I. Description

A. *Comments:* This unit attempts to take the student through the processes and procedures of American criminal law. Readings are interspersed with short case studies or vignettes.

Focus: What constitutes a crime and what is the legal process.
Subfocuses: Individual rights and responsibilities, fair trial, impartial judge and jury, misdemeanor and felony, capital and other punishment, Supreme Court decisions, prison, parole, probation, crime prevention.

B. *Key concepts:* power and authority, and conflict

C. *Goals and objectives*
1. To understand the nature and seriousness of crimes and to investigate the legal process for handling offenders.
2. To evaluate ways of discouraging crime and of understanding better those who might commit crimes. To appreciate their constitutional rights.
3. To understand our justice system is constantly being re-interpreted in order to stay relevant.

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
tables		X	
graphs		X	
inquiry		X	
discussion			X
drawing conclusions			X
inductive processes			X
role-playing		X	
debate		X	

III. Teachers' comments on motivation

The material was not self-motivating and required supplemental activities developed by the teacher.

IV. Additional comments

Testing teachers felt that if a teacher were to rely solely on this material, it would not be too successful in maintaining class interest. However, if a teacher were to add "grabber" activities, the book should serve as an excellent information base. There is only one teacher's guide to the series, and this guide is generally not too helpful in suggesting extra or alternative activities. The last part of the book is rather inadequate in dealing with "America's crime problem."

CULTURECONTACT

Author	----
Publisher	ABT Asscciates
Availability	Games Central ABT Associates, Inc. 55 Wheeler Street Cambridge, Massachusetts 02138
Cost	$30.00

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 120 students
Grade level - 9, 11, 12
Portion taught - All

Recommended Placement	7th - 12th grades
Teaching Time	Approximately two weeks
Suggested Preparation Time	4 - 10 hours
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This simulation presents a dilemma situation when an "advanced" technological society meets a more "primitive" culture located on a remote island. The scenario presents many opportunities for cultural misunderstandings, such as through trade, language difficulties, etc. The objective is that, through this conflict process, students will acquire a strong sense of cultural relativism.

Focus: cultural differences, ethnocentrism. *Subfocuses:* cultural change, conflict, interaction of cultures.

B. *Key concepts:* interdependence, conflict, change.

C. *Goals and objectives*

1. To introduce the basic anthropological concepts of cultural relativism and the potential for misunderstanding in any culture contact situation.

2. For students to accept, and learn to live with, opposing cultures; to use this experience as a basis for discussing why people behave toward other cultures the way they do.

II. Abilities required

A. *Reading level:* 7th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
maps		X	
role-playing			X
simulation			X
discussion		X	

III. Teachers' comments on motivation

The material is self-motivating, if students have had some previous practice with role-playing. Students become very absorbed in the game once they get into it.

IV. Additional comments

A. The material held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. The teachers would use the material again, being sure students feel familiar with role-playing before beginning the game.

C. Be very familiar with the game yourself.

D. Be sure students take plenty of time to learn their roles and the roles of their team members.

DATA ON THE HUMAN CRISIS

Author	William A. Nesbitt
Publisher	New York Department of Education
Availability	Center for International Programs State Education Department 99 Washington Avenue Albany, New York 12210
Cost	Student book 40¢; Teacher's guide 20¢

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 115 students
Grade levels - 7, 11
Portion taught - Parts, one taught pp. 1-12, the other taught 7/8's of the book.

Recommended Placement	9th - 12th grades
Teaching Time	Supplementary material
Suggested Preparation Time	Perhaps 2 hours extra to include material in proper context for introduction.
Helpful Supplementary Materials	Limits of War-AEP unit book, 40¢; Violent Conflict in American Society by Lynne B. Iglitzin, Chandler Publishing Company, 5609 Paradise Drive, San Francisco, California 94131.

I. Description

A. *Comments:* This pamphlet is designed for supplementary use in a course in development, world history, or world politics. It contains a series of charts, diagrams and data which could be inserted into the above courses. The sections are as follows:

1) International and National Violence
2) The Cost of Arms
3) Population Growth
4) Pollution and Depletion of Natural Resources
5) The Rich-Poor Nation Gap
6) Rapidity of Change
7) International Cooperation
8) Interrelationship of Problems and the Future

Focus: Importance of conflict resolution. *Subfocuses:* violence, population growth, resource depletion, change, rich-poor gap, arms and strategies for peace, militarism.

B. *Key concepts:* conflict, interdependence

C. *Goals and objectives*
1. To provide up-to-date information bearing on present day conflict sources.
2. To enable students to list and explain sources of conflict and reasons for conflict resolution.
3. To create an interest in doing something about preventing crises like these.

II. Abilities required

A. *Reading level:* 7th - 12th grades

B. *Skills*

Use of	None	Moderate	Heavy
charts			X
graphs			X
tables			X
inquiry/hypothesizing			X
discussion			X

III. Teachers' comments on motivation

A. For better students, the material is self-motivating, but generally it requires continual motivating activities by the teacher.

B. This material will only aid in motivation if used in conjunction with other types of material related directly to the concepts being worked on. Lends itself well to inquiry.

IV. Additional comments

A. The evaluating teachers felt that the material held interest for better students. Although the teacher's approach is important, it did not provide adequate teacher guidance. It developed concepts fairly clearly. Too abstract for 7th grade level, however.

B. A teacher would be well served to have a class set for his classroom, or make a series of transparencies for his overhead, to draw upon whenever a need arose. Caution: Don't attempt to use this as a primary text for students.

C. The teachers would teach it again, being cautious not to over-use. Be selective in choosing pages which provide data relating directly to your objectives.

D. Let students be more selective and follow their interests. Have students write a paper about their pessimism or optimism about the future. Include exercises such as role-playing, which involve the students.

DEALING WITH AGGRESSIVE BEHAVIOR

Authors	Cooperative effort of Lakewood City Public Schools System, Educational Research Council of America, and Ohio State Department of Education
Publisher	Educational Research Council of America
Availability	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
Cost	Student book 85¢; Teacher's guide $2.55

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
7 teachers, 470 students
Grade levels - 7-10
Portion taught - The evaluating teachers varied.

Recommended Placement	7th - 9th grades
Suggested Preparation Time	Unestimated. Much time spent finding supplementary readings and materials.
Helpful Supplementary Materials	Growing Up Strong, Contact Series, Scholastic Book Services; Eye of the Beholder, film available from Stuart Reynolds, 9465 Wilshire Blvd., Beverly Hills, California 90202; Generation Gap, game from Western Publishing Co., Inc., 850 Third Ave., NY, NY 10022, $15.

I. Description

A. *Comments:* Valuable for teaching about the variety of potential human aggressive behaviors, their relationship with the satisfaction of human needs, and some alternatives people can use in solving frustrating situations. The five sections in the book are 1) a Profile of Behavior and Aggression, 2) Youth in Confrontation, 3) Vandalism, 4) Protest, and 5) Why Violence.

Focus: Understanding human needs, feelings, frustrations and ways to direct behavior away from negative aggressive action toward positive, constructive action. *Subfocuses:* Aggressive behavior is universal. Frustrations are also universal and often lead to negative displays of aggressive behavior. Many methods people use to reduce frustrations merely hide the problems. Some solutions to frustrations bring immediate relief but have negative long-range effects. There are a variety of ways to deal with frustration.

B. *Key concepts:* conflict, identity, power and authority

C. *Goals and objectives*
1. That students would learn about:
   a. human needs and ways people satisfy them
   b. aggressive behaviors people use to face problems
   c. ways of dealing with their own frustrations
2. That a student would:
   a. understand himself and develop self respect
   b. understand his friends and be a good friend

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
role-playing			X
charts			X
readings			X
inquiry			X
simulation		X	
class and small group discussion			X
inductive process			X

III. Teachers' comments on motivation

A. Role-playing exercises were very successful. Group work and class discussions were more successful than individual exercises.

B. There was a great deal of interest in the songs presented for interpretation and discussion. Discovery of one's own self and feelings was the number one "grabber" throughout the units.

C. "I found using the short stories as a means of introducing the basic concepts rather than as a follow-up was extremely valuable for students easily bored with theoretical discussions."

IV. Additional comments

A. The materials held student interest, provided adequate teacher guidance and developed concepts clearly.

B. ". . . requires complete and active participation by the teacher. Major concepts should be reinforced constantly. I found I spent a bit too much time on projects and busy work (the student workbook is full of it) and left not enough time for the last part of the unit."

C. Since all five sections of it cannot be taught during the same year, thought needs to be given to the sequencing and grade level placement if this is to be adopted throughout a district. Sections I and II might be taught in the 7th grade, III and IV in 8th grade, and V in 9th grade.

DIVISION, UNITY, AND EXPANSION
(Episodes in American History, Unit 3)

Authors	Robert E. Burns, et al.
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Hard cover -- all 4 units, $6.48 Soft cover -- Unit I, $1.98; Unit II, $1.98; Unit III, $1.53; Unit IV, $1.53 Teacher's guide $5.97

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 80 students
Grade level - 11
Portion taught - Part, Unit 8, "Making of Industrial America"

Recommended Placement	11th grade
Teaching Time	6 - 36 weeks
Suggested Preparation Time	10 hours
Helpful Supplementary Materials	films on the industrial giants and the rise of labor.

I. Description

A. *Comments:* The unit concentrates on the industrialization of the U.S. during the late 19th century. It utilizes an inquiry mode with emphasis upon presenting history as a set of several different possible choices and outcomes.

Focus: industry and its effects. *Subfocuses:* Rationalization, interrelationships of an industrial society, process and effects of unionization, immigration and growth of cities.

B. *Key concepts:* conflict, change

C. *Goals and objectives:*
1. To show students how change in technology can cause change throughout the society.

INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

GHETTO

Author	Dove Toll
Publisher	Academic Games Associates
Availability	Academic Games Associates Western Publishing Company School and Library Department 850 Third Avenue New York, New York 10022
Cost	$20

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 20 students
Grade level - 9
Portion taught - All

Recommended Placement	9th grade
Teaching Time	3 to 5 days
Suggested Preparation Time	Approximately 1 hour
Helpful Supplementary Materials	None

I. Description

A. *Comments:* Each player in Ghetto is a poor person in a poor neighborhood trying to improve his life situation. This simulation attempts to have students develop empathy for individuals actually caught up in a ghetto. Some of the urban components built into the game are slum schools, rewards and risks of illegal activities, and family responsibilities.

Focus: Aspects of life in an urban ghetto, poverty, and the resulting pressures and tolls on human life.

B. *Key concepts:* power and authority, conflict, self-identity

C. *Goals and objectives:* To give student a vicarious experience of some of the pressures of life in the underprivileged areas of the inner city: economic and family responsibilities; slum schools; rewards and risks of illegal activities; and the interaction between the individual and his neighborhood.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
role playing			X
simulation			X
discussion			X

III. Teachers' comments on motivation

A. Self-motivating

B. Competition is central.

IV. Additional comments

A. Testing teachers reported that students did not explore one possibility inherent in the game, and that is a bootstrap operation to improve the neighborhood. This would benefit all game participants. Another problem is that the basic design of the game is for only 10 roles. The teacher is forced to double up on roles, or run two or three games simultaneously. Very high student interest has been reported by testing teachers.

B. Teachers would use this material again, possibly adding more options to make it more interesting and truer to life.

C. "Be sure rules are clear to students. One trial run worked great."

INQUIRY EXPERIENCES IN AMERICAN HISTORY

Author	Margaret Branson
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $2.28; Teacher's guide $2.67

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 25-30 students
Grade level - 7,8
Portion taught - Part

Recommended Placement	8th - 11th grades
Teaching Time	Book is meant to supplement U.S. history textbooks, could be used periodically during a full school year.
Suggested Preparation Time	Evaluating teacher unable to estimate

I. Description

A. *Comments:* This book is designed to supplement regular U.S. history materials. It presents scenarios, arranged chronologically, designed for use in class for discussions, role playing, and student projects. The materials are at a low reading level and have several short dramas that could be read aloud or acted out by students.

Focus: Investigating U.S. history through folklore, poetry, dialogues, letters, diaries, songs, pictures, etc. *Subfocuses:* History is composed of discrete events and personalities.

B. *Key concepts:* conflict and change

C. *Goals and objectives*

1. To acquaint the student with the inquiry or investigative method.
2. To provide students with interesting episodes of history that they could explore further.

II. Abilities required

A. *Reading level:* 7th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
inquiry		X	
charts		X	
graphs		X	
tables		X	
maps		X	
role playing			X
simulation			X

III. Teacher's comments on motivation

These inquiry experiences were used for the "grabbers" when introducing new areas of U.S. history to be investigated. Mainly because these inquiry experiences were so novel or interesting, the class enjoyed doing them together.

IV. Additional comments

The material held high interest for students, provided adequate teacher guidance, and developed concepts clearly.

MAN'S ECONOMIC WORLD
(Concepts and Values Series)

Author	Center for the Study of Instruction
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.59; Teacher's guide $1.95

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 110 students
Grade levels - 7-9
Portion taught - One all, the other taught pp. 1-41.

Recommended Placement	7th - 9th grade
Teaching Time	3 - 5 weeks
Suggested Preparation Time	20 hours
Helpful Supplementary Materials	Starpower, game available from Simile II, $25 for 18-35 student kits or $3 for directions to make your own. (See separate evaluation.)

I. Description

A. *Comments:* Man's Economic World presents the student with the picture of world trade and develops the idea of increasing national economic specialization in a world that is growing more interdependent.

Focus: interdependence *Subfocuses:* man's physical and psychological needs, human capital and natural resources, scarcity, trade and trade barriers, efficiency and costs, areas of specialization, ethnocentrism, unity or nationalism, rich and poor nations.

B. *Key concepts:* interdependence, conflict

C. *Goals and objectives*

1. For students to grasp the interdependence of the world's people.
2. To see similarities between the functioning of the student in his local economy and of nation-states in complex international interactions.
3. To see the relationships among economic barriers, resources, scarcity, and nationalism.

4. To see nationalism in a historical perspective and to hypothesize about what is needed now for peace.

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables			X
maps			X
reading			X
analysis/synthesis			X
inductive processes			X
research		X	
projects		X	
discussion			X
small group work			X
hypothesizing			X
simulation			X
role-playing		X	

III. Teachers' comments on motivation

A. Testing teachers did not find the material self-motivating; frequent motivating activities were needed.

B. Motivational activities, suggestions:

1. Economic areas of specialization: student groups create an independent nation and attribute 30 resources to it. To accompany chapter 3, each group then creates a history and mythology for its nation and draws murals depicting these. Each must then trade with the other nations to become fully sufficient. The trading is done graphically, using colors on the murals.
2. Make use of student involvement exercises outside of the classroom. These are quite good, covering a range of student ability levels. There are some excellent attention-getters in the form of comparable homework assignments.

IV. Additional comments

The material provided adequate teacher guidance and developed concepts clearly, but did not hold student interest. It is too abstract and needs much supplementary material to reinforce each concept presented and to show relevancy and worth.

NATIONS IN ACTION
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $2.55; Teacher's guide $2.22

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 30 students
Grade levels - 7, 8
Portion taught - Part, pages 63-153

Recommended Placement	7th and 8th grades
Teaching Time	8 - 12 weeks
Suggested Preparation Time	20 hours
Helpful Supplementary Materials	Films on the wars, revolutions, and intellectual movements of the period.

I. Description

A. *Comments:* Develops various concepts connected with World War I, the Depression, and World War II. The concepts are listed as "controlling ideas" in the student book.

Focus: Recent world history and its trends or patterns. *Subfocuses:* Change is constant and rapid; and war: causes, alternatives, prevention.

B. *Key concepts:* conflict, change

C. *Goals and objectives*

1. To understand that wars don't just happen but have historical causes.
2. To understand why World Wars I and II started.
3. To have students make value judgments about wars.
4. To consider alternatives to war.
5. To think about the future and the possibility of war and its prevention.

II. Abilities required

A. *Reading level:* 7th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
value judgments			X
simulation			X
role-playing		X	
independent projects		X	
readings			X

III. Teachers' comments on motivation

The material was moderately self-motivating but also needed motivating activities by the teacher.

IV. Additional comments

A. This material held high student interest and developed concepts clearly. The teacher's guide contains many good suggested activities for students.

B. Useful as a supplement for the study of World Wars I and II, or as a base for an international relations course.

C. "I feel that this book's weakness is in its attitudes and values. It treats international tensions and relations in a very dry and impersonal way, leaving out the personal element and values considerations."

D. Needs to be supplemented with:

1. a look at war from a more human side -- the suffering and great toll of life.
2. ideas on alternatives to war instead of its inevitability.
3. war prevention, more on the U.N., disarmament treaties, ideas of pacifists, etc.

RAILROAD GAME

Authors	Harvard Social Studies Project
Publisher	American Education Publications Education Center Columbus, Ohio 43216
Availability	The simulation Railroad Game is available within the AEP booklet The Railroad Era.
Cost	40¢ per student copy. Teacher's guide, Cases and Controversy, available upon request from AEP.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 30 students
Grade levels - 7, 8
Portion taught - All

Recommended Placement	8th grade - 11th grade
Teaching Time	2 - 3 days
Suggested Preparation Time	1/2 hour
Helpful Supplementary Materials	score sheets, bid sheets, instructions

I. Description

A. *Comments:* Shows why trusts emerged in the last half of the 19th century and also demonstrates the danger of the existence of monopoly power without regulation.

This simulation is found on pages 21-22 of The Railroad Era booklet. To play the game and run off the needed forms, you not only need this booklet but also the Cases and Controversy guide.

This is one of the few simulations where the teacher plays a major role, that of the Mine Owner, who uses monopoly power upon the students, who are organized into four railroad teams.

Focus: Using cooperation to deal with monopoly power. *Subfocuses:* Analysis of the function of government regarding control of monopoly. An effective way to deal with power is to counter it with an equal force.

B. *Key concepts:* conflict, power and authority

C. *Goals and objectives*

1. To learn to deal with power (a monopoly).
2. To cooperate with others (peer groups, i.e. other railroads).
3. To change the way students think and feel about power and cooperation.

II. Abilities required

A. *Reading level:* 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
hypothesizing			X
simulation			X
role-playing		X	
charts			X
tables			X
inquiry		X	
discussion		X	
analysis		X	

III. Teacher's comments on motivation

A. Teacher should personally challenge the class.

B. Students can be led to make secret deals.

IV. Additional comments

Teachers should use the simulation only if they are willing to play an active, participatory role. The teacher should get involved, help railroads organize, check score sheets often, and keep all railroads in business to the very end.

Most students enjoyed the activity, . . . although very few really understood even at the end how to deal effectively with a monopoly or with each other.

SIMULATING SOCIAL CONFLICT

Authors	Sociological Resources for the Social Studies (SRSS)
Publisher	Allyn and Bacon, Inc.
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book, packet of 10: $6.30 Teacher's guide, $1.02

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 220 students
Grade levels - 7, 12
Portion taught - All

Recommended Placement	11th - 12th grades
Teaching Time	3 - 4 weeks
Suggested Preparation Time	5 - 6 hours
Helpful Supplementary Materials	The Hand, film available from McGraw-Hill Films, Inc., rental $25; Hiroshima, John Hersey, Bantam Books, 75¢.

I. Description

A. *Comments:* There are three parts to the unit, the first two being simulations. "Dilemma of the Tribes" introduces students to a two-person conflict situation which can be represented by a matrix. Each party to the dispute is mutually dependent on the other's decision, and there are opportunities for the disputants to move to either cooperation or conflict.

The second simulation is "Resources and Arms." Students represent nations in a dilemma situation. The nations must decide whether to produce social goods for their people -- should it be "guns or butter"?

The last section provides a short theoretical discussion of conflict and methods of conflict resolution. Testing teachers have not commented on this section.

Focus: Conflict in interpersonal, sociological, economic, national and international situations.

B. *Key concept:* conflict

C. *Goals and objectives*

1. To understand the wide gamut and numerous types of conflict which is a basic part of life.
2. To understand ways of dealing with conflict; to seek potential solutions to problems.
3. To introduce students to simulation games as a means of gathering data.

II. Abilities required

A. *Reading level:* 6th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
maps		X	
readings		X	
inquiry			X
discussion			X
role-playing		X	
simulation		X	
inductive processes			X
classification of ideas			X

III. Teachers' comments on motivation

The material is self-motivating and does not require continual motivating activities by the teacher.

IV. Additional comments

A. This SRSS unit comes in the usual black/white cover that by itself does not stimulate students. However, the unit does raise interesting questions about conflict and conflict resolution. One warning to teachers: you must prepare yourself to teach this unit because it does rely heavily on abstractions.

B. Materials provided adequate teacher guidance, and developed concepts clearly.

C. Materials must be adapted by teacher to meet level and needs of students, psychologically and by socio-economic range.

37111873

SMALL GROUP PROCESSES

Authors	Sociological Resources for the Social Studies (SRSS)
Publisher	Allyn and Bacon, Inc.
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book, packet of 10: $5.91 Teacher's guide, $1.02

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 150 students
Grade levels - 7, 12
Portion taught - All

Recommended Placement	12th grade
Teaching Time	2 - 3 weeks
Suggested Preparation Time	15 - 30 minutes per class period
Helpful Supplementary Materials	None

I. Description

A. *Comments:* Small Group Processes contains several group experiments which measure how group influences affect individual behavior. Student materials consist of five pamphlets, to be handed out one at a time.

The first is the famous Asch experiment where all members of a group, save one, deliberately give wrong answers to what obstensibly appears to be an experiment on perception. The class, observing this experiment, notes the impact of the group's responses upon the single subject. The other three experiments carry on and extend this theme throughout the rest of the unit.

Focus: The individual's behavior in groups. Individuals change when pressures and groups are changed. Groups demand different behavior and people change to meet the demands.

B. *Key concepts:* conflict, change

C. *Goals and objectives:* For students to become aware of the effects of group dynamics on the individual.

II. Abilities required

A. *Reading level:* 10th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
tables		X	
inquiry/hypothesizing			X
discussion			X

III. Teachers' comments on motivation

A. Material was self-motivating and did not require continual motivating activities by the teacher.

B. The classroom experiments were enjoyed. Nothing extra was needed.

IV. Additional comments

A. Materials held student interest, provided excellent teacher guidance, and developed concepts clearly.

B. The teacher booklet was excellent; very clear, complete and detailed. Prepare yourself, before you teach the unit though. There is also a lot of student data-gathering.

C. Concepts were not complicated. Used in a psychology course.

38111873

STARPOWER (POWDERHORN)

Author	----
Publisher	Simile II
Availability	Simile II Post Office Box 1023 La Jolla, California 92037
Cost	Starpower, $3 for directions to make your own kit; $25 for an 18-35 student kit. Powderhorn, $12.50 for complete game.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
5 teachers, 300 students
Grade levels - 7-12
Portion taught - All

Recommended Placement	Powderhorn, 7th - 8th grade; Starpower, 9th - 12th
Teaching Time	3 - 5 class periods
Suggested Preparation Time	1 - 2 hours
Helpful Supplementary Materials	None, unless using the do-it-yourself kit.

I. Description

A. *Comments:* Starpower is the classic simulation game. It puts students into a three-tiered society where the rich "get" and the poor "don't." The rich have power to make rules and then the poor have to decide what they will do. Powderhorn is the junior version of Starpower and simplifies the wealth counting procedure. The de-briefing is a vital part of the procedure; students need to talk out and act out feelings engendered by this game.

Focus: Power and authority *Subfocuses:* social classes' struggles, social pressure toward revolution, frustration and helplessness of "have-not" people.

B. *Key concepts:* conflict, power and authority

C. *Goals and objectives*

1. To give students a better idea of the dynamic of class divisions in any society. To understand why people gain power and what they sometimes do with it. To understand the psychology of a revolutionary in an oppressive situation.

2. To have students feel the utter helplessness, frustration, rage, and other personal reactions that Starpower brings out.

II. Abilities required

A. *Reading level:* None required

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
readings	X		
maps	X		
discussion			X
role-playing			X
simulation			X
inductive processes			X
inquiry/hypothesizing			X

III. Teachers' comments on motivation

High student interest. Game is self-motivating.

IV. Additional comments

A. The game holds high student interest, provides adequate teacher guidance, and develops concepts clearly.

B. "I found that distribution of symbols and chips, a trading session, posting of scores and a bonus session will easily eat up a 45-minute period. I ran the game for 3 consecutive days and spent the 4th day in de-briefing.

C. Don't let students know you are "stacking" the chips. Don't let students sit during trading periods.

TAKING A STAND

Authors	Harvard Social Studies Project
Publisher	American Education Publications
Availability	American Education Publications Education Center Columbus, Ohio 43216
Cost	Student book 40¢; Teacher's guide, Cases and Controversy, free upon request of publisher.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 160 students
Grade level - 12
Portion taught - Part, pp. 9-21, 29-33

Recommended Placement	12th grade
Teaching Time	1 - 2 weeks
Suggested Preparation Time	10 hours
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This unit book attempts to establish a method and atmosphere of class discussion through which: 1) students listen with sensitivity to one another and 2) the issues involved in a discussion are agreed upon by the class. The booklet contains two cases which are the content for discussion-skill building. One is based on Billy Budd, the second on John Brown's raid on Harper Ferry.

Focus: Techniques for good class discussions *Subfocuses:* Clarifying and understanding: issues; purposes of discussion; strategies of proof; how to move discussions along and avoid roadblocks.

B. *Key concepts:* conflict

C. *Goals and objectives*

1. To have students learn really to listen to one another.
2. To have students develop respect for opinions different from their own.
3. To have students recognize the main ideas in discussions and in their reading.

4. To have students become more aware of moral values in public affairs issues.

II. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
inquiry/hypothesizing		X	
charts		X	
written work		X	
discussion			X

III. Teachers' comments on motivation

A. The material was self-motivating. However, it was necessary to bring in various other techniques, such as a fish bowl group situation, small group discussion, and writing exercises, to keep interest at high level.

B. Billy Budd is of high interest to students. However, John Brown's raid on Harper Ferry does not engender the same class enthusiasm. Omit the John Brown case and use a case of your choice for the second content sample, for example, the Andersonville Trial.

IV. Additional comments

This would be good in the beginning of a 12th grade government course or as a supplement to any course involving extensive class discussion, spending perhaps four or five days on it. Instead of introducing 5 discussion skills, focus only on sensitivity and issue clarification.

41111973

VALUES IN ACTION

Authors	Shaftel and Shaftel
Publisher	Holt, Rinehart and Winston, Inc.
Availability	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, N.Y. 10017
Cost	Kit $99 (which includes filmstrips $6 each and Teacher's guide $1.02)

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 60 students
Grade level - 7
Portion taught - All

Recommended Placement	7th grade
Teaching Time	Two weeks (if done in one block of time, which is not recommended)
Suggested Preparation Time	About one hour before introducing the unit. 15-30 minutes before each lesson thereafter.
Helpful Supplementary Materials	None needed.

I. Description

A. *Comments:* This filmstrip kit provides open-ended dilemma situations for students to discuss, or role-play and then discuss. The teacher's guide gives particular support to the role-playing process. The testing teacher indicated that the dilemmas were very appropriate for 7th grade students. The rationale for this approach to value clarification is that by role-playing, several alternative behaviors become identified with the possible consequences following. This allows students to test behaviors and values in a relatively safe psychological climate.

Focus: values, related to conflict situations, loyalty, honesty, respect for people, property.

B. *Key concepts:* values and valuing process, conflict, power and authority

C. *Goals and objectives*

1. The development of positive social values through the examination of alternative ways of behaving in specific social situations.
2. Opportunity to explore various short-term consequences resulting from behavior chosen.

3. To encourage the students to develop specific values and use these in determining their own behavior.

II. Abilities required

A. *Reading level:* None

B. *Skills*

Use of	None	Moderate	Heavy
inquiry/hypothesizing			X
discussion			X
role-playing			X
written work		X	

III. Teacher's comments on motivation

A. Material is self-motivating and does not require continual motivating activities by the teacher.

B. The teacher's manual suggests questions to present and discuss before each filmstrip situation is presented. These worked well in getting students interested and involved.

C. The open-ended filmstrips were at times frustrating for the students, but this allowed them to discuss alternatives which were not the "school" ending, or the expected proper behavior.

IV. Additional comments

A. Material held high student interest, provided adequate teacher guidance, and developed concepts clearly.

B. Introduce role-playing before beginning the filmstrips.

C. Use the material over a fairly long period of time rather than all at once.

D. The filmstrips could be used in conjunction with written case studies which involve decision-making and conflicting values.

42111973

VOICES FOR JUSTICE

Authors	Charles N. Quigley and Richard P. Longaker
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $1.71; Teacher's guide $2.10

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 30 students
Grade level - 12
Portion taught - Part, pp. 1-12, 23-34, 59-67

Recommended Placement	8th - 12th grade
Teaching Time	Four weeks or less
Suggested Preparation Time	1/2 hour per section
Helpful Supplementary Materials	Supplemental information for each unit is needed to facilitate a more meaningful role-playing exercise.

I. Description

A. *Comments:* This unit, prepared by the "Law in a Free Society Project," uses landmark case studies to examine the complexities of the decision-making process, and includes a variety of possible approaches to conflict situations.

Focus: Role-playing in democratic procedures *Subfocuses:* Complexities of the decision-making process; variety of possible approaches to conflict situations.

B. *Key concepts:* power and authority, conflict

C. *Goals and objectives*

1. To widen students' appreciation for the rights, wants, and values of others.
2. Better to acquaint students with the complexities of the decision-making process.
3. To help students explore various approaches to conflict situations.

4. To seek a higher level of participation by students in group activities and discussions.

II. Abilities required

A. *Reading level:* 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs	X		
tables	X		
maps	X		
inquiry			X
hypothesizing			X
discussion			X
role-playing			X
research		X	

III. Teacher's comments on motivation

A. Students were most interested in the contemporary issues, as in Storm King Mountain (Case 3) but felt "Ferrell vs. Dallas Independent School District" (Case 1) was a little out-dated. Choose cases of current interest to students.

B. Each case can be taught separately. Though the cases lend themselves well to role-playing, supplemental information for each unit is needed to facilitate a more meaningful role-playing exercise. The reading level is about eighth grade, but the book holds twelfth graders' interest well, if used selectively.

IV. Additional comments

A. The evaluating teacher felt that the material had a high level of student interest, provided adequate teacher guidance, and developed concepts clearly, if sometimes too simply.

B. The teacher would use the material in parts again, converting some of the sections to research projects when supplemental information is needed.

EVALUATION FORM

Title of Material

Author(s)

Publisher

Availability (national address)

Cost

Testing Situation

Number of teachers _____ Number of students _____

Grade level _____ Ability level low ___ average ___ high ___

School _____

Portion taught All _____ Part _____
(If part, include chapters or pages.)

Recommended Placement

Teaching Time

Suggested Preparation Time

Helpful Supplementary Materials (Include availability and cost, if possible.)

I. Description

Summarize the material's contents, focus, and the author's approach. For example, American Political Behavior might be described as a study of American politics focusing on political roles. It uses a social scientific approach in conjunction with a series of case studies.

What are the key concepts?

What were the stated (or implied) objectives of the material?

What were your own objectives?

II. Abilities required

Reading level (vocabulary and comprehension): k-12

Skills	None	Moderate	Heavy
Use of:			
charts, graphs, tables			
maps			
readings			
inquiry/hypothesizing			
simulation			
role-playing			
discussion			
others (list)			

III. Motivation

What were the special "grabbers" or techniques used?

Was the material self motivating? Yes _____ No _____

Did it require continual motivating activities? Yes _____ No _____

Comments:

IV. Evaluation

What tools did you use to measure student achievement? Did you develop them yourself or were they part of the curriculum?

V. Further comments

Special do's and don'ts for teachers new to the material.

Did the materials hold student interest? Yes _____ No _____

provide adequate teacher guidance? Yes _____ No _____

develop concepts clearly? Yes _____ No _____

Comments:

A GUIDE TO SELECTED CURRICULUM MATERIALS ON
INTERDEPENDENCE, CONFLICT, AND CHANGE:

Teacher Comments on Classroom Use and Implementation

INTERDEPENDENCE

CONTENTS

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Materials Evaluation Form

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Prepared for the Center for Teaching International Relations by the Center for War/Peace Studies (A Program of the New York Friends Group, Inc.), 1973. Produced and distributed through a grant from the National Endowment for the Humanities.

INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

7. The guide is being distributed in six conceptual units -- change, conflict, identity, interdependence, power and authority, values and valuing. Each unit however, contains a listing of all the materials tested and complete indexes including topics/techniques index, and suggested placement of tested materials into semester courses. Items are arranged alphabetically by title. If you are interested in receiving other sections of the bibliography or have comments on materials you've used write the Curriculum Materials Program, Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

PARTICIPATING TEACHERS

Roy Aaland
Sheila Abdallah
Jim Adams
Neil Agron
John Bedecarre
Don Bergamini
Bruce Borad
Jody Bourland
Dick Bristow
Katie Chilton
Ron Clark
Sue Couch
Ruth Davis
Aleta Dunn
Lars Ekdahl
Dave Ellick
Don Gallup
Dick Fagerstrom
Suzette Ferguson
Scott Fitzgerrell
Marilyn Garvey
Carol Gray
Linda Gregoriev
Don Guenther
Helen Hansen
Roberta Hatlestad
Delores Hegemann
Cissy Hill
Jack Hubbs
Suzi Hunnell
Jack Kennett
Rosemary Kowalski
Jenny Kuenster
Jim Kroll
Darrell Leckliter
Joan MacLellan
Phil Mast
Jeff McCreary
Brenda McNeely
John Millar
Laura Mori
Helen Murphy
Katy Muus
Dorothy Naas
Carol Noble
Sue Ott
Al Paltin
Nancy Parsley
Carolyn Paxton
Walt Perry
Nancy Piedmonte
Marjorie Powell
Ron Redding
Myra Redick
Ron Remington
Martha Riley
Peter Roberts
Ray Schultz
Ernest Spencer
Ken Stierna
Barbara Stromberg
Marv Tauber
Grace Townley
Sharon Vogt
Carl von Rohr
Ruby Wilhite
Barbara Williams
Jackie Woodruff
Rita Zwerdling

LIST OF UNITS EVALUATED IN ENTIRE PROJECT

American Political Behavior (Ch,P)[+]
Choices (V)
Conflict, Politics and Freedom (Co,P)
Constructing a Life Philosophy (I,V)
Crimes and Justice (Co,P)
CultureContact* (Ch,Co,ID)
Data on the Human Crisis (Co,ID)
Dealing with Aggressive Behavior (Co,P,I)
Division, Unity and Expansion (Ch,Co)
Earth Island** (ID)
Ecology Controversy (V,ID)
Four World Views (I,ID,Ch)
From Subject to Citizen (Ch,P)
Ghetto* (Co,P,I)
Hiroshima Decision** (P,V)
Images of People (I)
Inquiry Experiences in American History (Ch,Co)
Interaction of Cultures (Ch,ID)
Law: You, the Police and Justice (P)
Liberals and Conservatives (Ch,P,V)
Loyalties: Whose Side Are You On? (P,V)
Making Value Judgments (I,V)
Man: A Course of Study (I,V)
Man: A Cross-Cultural Approach** (ID)
Man in Culture (Ch,I,ID)
Man in His Environment (ID)
Man's Attitudes (I)
Man's Economic World (Co,ID)
Marketplace* (ID)
Mix (V,ID)
Nations in Action (Ch,Co)
OXFAM Case Studies of Developing Nations (Ch,ID)
People and Places (ID)
People of the World (Ch,ID)
Railroad Game* (Co,P)
Simulating Social Conflict (Co)
Small Group Processes (Ch, Co)
Social Change: The Case of Rural China (Ch)
Starpower (Powderhorn)* (P,Co)
Taking a Stand (Co)
Values in Action** (Co,V,P)
Voices for Justice (Co,P)
Youth and the Law (P)

[+]These letters refer to the conceptual units in which a particular item appears. Ch stands for Change; Co -- Conflict; ID -- Interdependence; I -- Identity; P -- Power and authority; V -- Values and valuing.

*Game
**Multi-Media kit

SUGGESTED PLACEMENT OF MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/LAW

American Political Behavior
Conflict, Politics and Freedom
Crimes and Justice
Ghetto*
Law: You, the Police and Justice
Liberals and Conservatives
Voices for Justice
Youth and the Law

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion
From Subject to Citizen
Hiroshima Decision**
Inquiry Experiences in American History
Railroad Game*

ANTHROPOLOGY

CultureContact*
Interaction of Cultures
Man: A Course of Study
Man in Culture
Mix

ECOLOGY

Earth Island**
Ecology Controversy
Man in His Environment

ECONOMICS

Man's Economic World
Marketplace*

INTERNATIONAL RELATIONS

Nations in Action
OXFAM Case Studies of Developing Nations
Simulating Social Conflict
Social Change: Case of Rural China

PHILOSOPHY/ETHICS

Choices
Constructing a Life Philosophy
Four World Views
Hiroshima Decision**
Liberals and Conservatives
Loyalties: Whose Side Are You On?
Making Value Judgments
Values in Action**

PSYCHOLOGY

Constructing a Life Philosophy
Dealing with Aggressive Behavior
Images of People
Loyalties: Whose Side Are You On?
Man's Attitudes
Small Group Processes
Starpower*

SOCIOLOGY

American Political Behavior
Crimes and Justice
Ghetto*
Images of People
Simulating Social Conflict
Small Group Processes
Social Change: Case of Rural China
Starpower*

WORLD CULTURE/AREA STUDIES/ GEOGRAPHY

CultureContact*
Four World Views
Interaction of Cultures
Man: A Cross-Cultural Approach**
Mix
OXFAM Case Studies of Developing Nations
People and Places
People of the World

WORLD HISTORY

Four World Views
Hiroshima Decision**
Interaction of Cultures
Nations in Action

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TOPICS/TECHNIQUES INDEX

AFRICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Jr)
Data on the Human Crisis (Jr/HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)
Ghetto* (Jr/HS)
Man's Economic World (Jr/HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
Ghetto* (Jr/HS)
Liberals and Conservatives (HS)
Voices for Justice (Jr/HS)

AMERICAN REVOLUTION

From Subject to Citizen (Jr)

ASIA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Jr)

BUSINESS ETHIC, U.S., DEVELOPMENT OF

Division, Unity and Expansion (HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

COLONIAL PERIOD, U.S.

From Subject to Citizen (Jr)

COMMUNICATION PROBLEMS

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Jr/HS)
Dealing with Aggressive Behavior (Jr)
Simulating Social Conflict (HS)

CONSTITUTION, U.S.

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
From Subject to Citizen (Jr)
Voices of Justice (Jr/HS)

CULTURE/CROSS-CULTURAL APPROACH, INTERACTIONS OF CULTURES

CultureContact* (Jr/HS)
Four World Views (Jr/HS)
Interaction of Cultures (Jr/HS)
Man: A Course of Study (Jr)
Man: A Cross-Cultural Approach** (Jr/HS)
Man in Culture (Jr/HS)
Mix (HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
People and Places (Jr)
People of the World Series (Jr/HS)

DATA RESOURCES

Data on the Human Crisis (Jr/HS)

DEPRESSION, U.S. AND WORLD

Nations in Action (Jr)

*Game
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DEVELOPING NATIONS

Data on the Human Crisis (Jr/HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
Mix (HS)
People and Places (Jr)
People of the World (Jr/HS)
Starpower* (Jr/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)
Constructing a Life Philosophy (HS)
Loyalties: Whose Side Are You On? (HS)
Making Value Judgments (Jr/HS)
Values in Action** (Jr)

DISCUSSING PUBLIC ISSUES

Taking a Stand (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION)

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)
Man in His Environment (Jr/HS)

ENGLISH BACKGROUND, U.S. HISTORY

From Subject to Citizen (Jr)

GAMES AND SIMULATIONS

CultureContact* (Jr/HS)
Ghetto* (Jr/HS)
Marketplace* (HS)
Railroad Game* (Jr/HS)
Starpower* (HS) -- Powderhorn (Jr)

GEOGRAPHICAL SKILLS

People and Places (Jr)

GROUP PROBLEM SOLVING

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations (Jr/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Jr/HS)

INDIA

People of the World (Jr/HS)

INDUSTRIALIZATION, U.S., 19th CENTURY

Division, Unity and Expansion (HS)
Railroad Game* (Jr/HS)

INFLUENCE AND USE OF POWER, U.S.

American Political Behavior (HS)
From Subject to Citizen (Jr)

INQUIRY ACTIVITIES/U.S. HISTORY

Division, Unity and Expansion (HS)
Inquiry Experiences in American History (Jr/HS)

INTERNATIONAL SYSTEM

Man's Economic World (Jr/HS)
Nations in Action (Jr)
Starpower* (Jr/HS)

KENYA

People of the World (Jr/HS)

LANGUAGE ARTS

Choices (HS)
Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World (Jr/HS)

LAW, CIVIL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Voices for Justice (Jr/HS)

LAW, CRIMINAL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Crimes and Justice (Jr/HS)
Law: You, the Police and Justice (Jr/HS)
Youth and the Law (Jr/HS)

LIFE CYCLE

Man: A Course of Study (Jr)

LOYALTY

Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)

MAN, NATURE OF

Constructing a Life Philosophy (HS)
Man: A Course of Study (Jr)
Man's Attitudes (Jr/HS)

NATIONALISM

Interaction of Cultures (Jr/HS)
Nations in Action (Jr)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

Hiroshima Decision** (HS)
Simulating Social Conflict (HS)

PERCEPTION

Images of People (HS)
Man's Attitudes (Jr/HS)

POPULATION

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Jr)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Jr/HS)

REVOLUTION

Starpower* (Jr/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Jr/HS)
Inquiry Experiences in American History
Law: You, the Police and Justice (Jr/HS)
Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)
Voices for Justice (Jr/HS)

RULE-MAKING

Starpower* (Jr/HS)
Voices for Justice (Jr/HS)

SOCIAL CLASS

Images of People (HS)
Social Change: Case of Rural China (HS)
Starpower* (Jr/HS)

STEREOTYPES

Images of People (HS)
Man's Attidues (Jr/HS)

URBAN AMERICA

Crimes and Justice (Jr/HS)
Ghetto* (Jr/HS)

WAR/PEACE

Data on the Human Crisis (Jr/HS)
Hiroshima Decision** (HS)
Nations in Action (Jr)
OXFAM Case Studies of Developing Nations (Jr/HS)
Starpower* (Jr/HS)

WORLD WAR I

Nations in Action (Jr/HS)

WORLD WAR II

Hiroshima Decision** (HS)
Nations in Action (Jr/HS)

INTERDEPENDENCE -- MATERIALS DESCRIBED

Title	Grade Level		
	7-8	9	10-11-12
CultureContact*	X	X	X
Data on the Human Crisis		X	X
Earth Island**	X		
Ecology Controversy		X	X
Four World Views	X	X	
Interaction of Cultures	X	X	
Man: A Cross-Cultural Approach**	X	X	
Man in Culture	X	X	
Man in His Environment	X	X	
Man's Economic World	X	X	
Marketplace*		X	X
Mix		X	X
OXFAM Case Studies of Developing Nations	X	X	
People and Places	X		
People of the World	X	X	

*Game
**Multi-Media kit

CULTURECONTACT

Author	----
Publisher	ABT Associates
Availability	Games Central ABT Associates, Inc. 55 Wheeler Street Cambridge, Massachusetts 02138
Cost	$30.00

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 120 students
Grade level - 9, 11, 12
Portion taught - All

Recommended Placement	7th - 12th grades
Teaching Time	Approximately two weeks
Suggested Preparation Time	4 - 10 hours
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This simulation presents a dilemma situation when an "advanced" technological society meets a more "primitive" culture located on a remote island. The scenario presents many opportunities for cultural misunderstandings, such as through trade, language difficulties, etc. The objective is that, through this conflict process, students will acquire a strong sense of cultural relativism.

Focus: cultural differences, ethnocentrism. *Subfocuses:* cultural change, conflict, interaction of cultures.

B. *Key concepts:* interdependence, conflict, change.

C. *Goals and objectives*

1. To introduce the basic anthropological concepts of cultural relativism and the potential for misunderstanding in any culture contact situation.

2. For students to accept, and learn to live with, opposing cultures; to use this experience as a basis for discussing why people behave toward other cultures the way they do.

II. Abilities required

A. *Reading level:* 7th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
maps		X	
role-playing			X
simulation			X
discussion		X	

III. Teachers' comments on motivation

The material is self-motivating, if students have had some previous practice with role-playing. Students become very absorbed in the game once they get into it.

IV. Additional comments

A. The material held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. The teachers would use the material again, being sure students feel familiar with role-playing before beginning the game.

C. Be very familiar with the game yourself.

D. Be sure students take plenty of time to learn their roles and the roles of their team members.

DATA ON THE HUMAN CRISIS

Author	William A. Nesbitt
Publisher	New York Department of Education
Availability	Center for International Programs State Education Department 99 Washington Avenue Albany, New York 12210
Cost	Student book 40¢; Teacher's guide 20¢

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 115 students
Grade levels - 7, 11
Portion taught - Parts, one taught pp. 1-12, the other taught 7/8's of the book.

Recommended Placement	9th - 12th grades
Teaching Time	Supplementary material
Suggested Preparation Time	Perhaps 2 hours extra to include material in proper context for introduction.
Helpful Supplementary Materials	Limits of War-AEP unit book, 40¢; Violent Conflict in American Society by Lynne B. Iglitzin, Chandler Publishing Company, 5609 Paradise Drive, San Francisco, California 94131.

I. Description

A. *Comments:* This pamphlet is designed for supplementary use in a course in development, world history, or world politics. It contains a series of charts, diagrams and data which could be inserted into the above courses. The sections are as follows:
1) International and National Violence
2) The Cost of Arms
3) Population Growth
4) Pollution and Depletion of Natural Resources
5) The Rich-Poor Nation Gap
6) Rapidity of Change
7) International Cooperation
8) Interrelationship of Problems and the Future

Focus: Importance of conflict resolution. *Subfocuses:* violence, population growth, resource depletion, change, rich-poor gap, arms and strategies for peace, militarism.

B. *Key concepts:* conflict, interdependence

C. *Goals and objectives*
1. To provide up-to-date information bearing on present day conflict sources.
2. To enable students to list and explain sources of conflict and reasons for conflict resolution.
3. To create an interest in doing something about preventing crises like these.

II. Abilities required

A. *Reading level:* 7th - 12th grades

B. *Skills*

Use of	None	Moderate	Heavy
charts			X
graphs			X
tables			X
inquiry/hypothesizing			X
discussion			X

III. Teachers' comments on motivation

A. For better students, the material is self-motivating, but generally it requires continual motivating activities by the teacher.

B. This material will only aid in motivation if used in conjunction with other types of material related directly to the concepts being worked on. Lends itself well to inquiry.

IV. Additional comments

A. The evaluating teachers felt that the material held interest for better students. Although the teacher's approach is important, it did not provide adequate teacher guidance. It developed concepts fairly clearly. Too abstract for 7th grade level, however.

B. A teacher would be well served to have a class set for his classroom, or make a series of transparencies for his overhead, to draw upon whenever a need arose. Caution: Don't attempt to use this as a primary text for students.

C. The teachers would teach it again, being cautious not to over-use. Be selective in choosing pages which provide data relating directly to your objectives.

D. Let students be more selective and follow their interests. Have students write a paper about their pessimism or optimism about the future. Include exercises such as role-playing, which involve the students.

EARTH ISLAND

Authors	C. Richard Hatch Associates, Inc.
Publisher	Simon and Schuster, Inc.
Availability	Simon and Schuster, Inc. 630 Fifth Avenue New York, New York 10020
Cost	Filmstrips and records $75; single copy student book $1.25; single copy teacher's manual $2.50.

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:

4 teachers, 150 students
Grade level - 6th and 7th grades
Portion taught - 2 teachers taught all, 2 taught parts I and III, pp. 1 - 29, 37 - 40.

Recommended Placement	7th grade
Teaching Time	2 - 4 weeks
Suggested Preparation Time	Varied greatly among the teachers.
Helpful Supplementary Materials	Ditto the forms and materials from booklet so as not to consume the booklets. A.E.P. elementary pamphlets on ecology; films; Elementary Science Study Booklets: Small Things, Pond Water Changes.

I. Description

A. *Comments:* Earth Island contains not only several filmstrips and records but also a student book that contains many exercises and suggested activities for students to perform. The media kit attempts to show the difficulty of making ecological decisions with respect to some of the "necessities" to which we have become accustomed. In this sense it is not a polemic, as are some of the other ecology materials now being sold.

Focus: Need for ecological balance; awareness of interrelatedness of environment, population, technology, and way of life; change can be harmful; there are ways to help.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. To make students aware that we must develop a life style that will maintain an ecological balance, and that balance can be a standard for decision-making.
2. To make students understand the relationships of the parts of the ecosystem.
3. To make students aware of man's control over the environment, and of basic needs of people.
4. To make students understand that changing the environment can harm us and our planet.

II. Abilities required

A. *Reading level:* 5th - 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
readings		X	
charts			X
graphs		X	
inquiry/hypothesizing		X	
maps	X		
discussion			X
role-playing		X	
collecting, compiling, & interpreting data			X
inductive processes			X
simulation		X	

III. Teachers' comments on motivation

The material needs motivational work from the teacher. Needs to be made more activity-oriented.

IV. Additional comments

A. The filmstrips appear to be of uneven quality, some perhaps too juvenile for 7th graders. Testing teachers suggest being selective in which strips to use. Some teachers individualized this material, feeling that in this way motivation for Earth Island was maintained.

B. "I would connect this unit even more closely with the field of science, develop activity cards to supplement the work booklets and increase opportunities for student involvement in relevant ecology projects."

C. This held high interest level for those students to whom study of ecology was new. For students who had studied it in lower grades or other classes, interest was low.

ECOLOGY CONTROVERSY
(Opposing Viewpoints Series)

Authors	Gary E. McCuen and David L. Bender
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Student readings $1.65; "map" game 95¢

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 120 students
Grade level: 7
Portion taught: Part. Chapters 1 and 3.

Recommended Placement	11th - 12th grades
Teaching Time	4 - 7 weeks
Suggested Preparation Time	The evaluating teachers having had one day in-service, prepared 4 hours prior to the unit and several hours each week of the unit.
Helpful Supplementary Materials	Spaceship Earth, Barbara Ward. Columbia University Press, New York, N.Y., 1966. Films on environment and natural resources

I. Description

A. *Comments:* The readings themselves appear to be truly representative of "opposing viewpoints." The four ecological controversies raised are 1) Population Controversy (authors include Paul Ehrlich and Pope Paul); 2) Nuclear Radiation Controversy (Seaborg); 3) Air Pollution Controversy; 4) Religious, Political and Economic Consequences of the Ecological Controversy.

What makes these books atypical is the "map" games. Each game engages a group of 5 - 7 students in a decision-making process about the readings. These games could be used after using other ecology materials, or perhaps a teacher's home-brewed unit. The game accompanying the "Ecology Controversy" is "Facing the Ecology Crisis."

Focus: The earth's natural resources are dwindling. The environment is becoming uninhabitable to man. The individual can play a major role in dealing with these situations.

B. *Key concepts:* interdependence, values and valuing process

C. *Goals and objectives*

1. To make students aware that controversy exists in the area of ecology.
2. To point out the interdependence of ecological factors with others such as economic, social, and relgious, etc.
3. To make students aware of possible ways in which environmental problems might be dealt with.
4. To help students think about who needs to take responsibility for dealing with ecological problems, and to relate the problems to students' own lives.

II. Abilities required

A. *Reading level:* 10th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps	X		
inquiry/hypothesizing		X	
reading			X
discussion			X
simulation			X
role-playing			X
projects			X

III. Teachers' comments on motivation

A. The material is not self-motivating and the teacher does have to provide motivating activities.

B. Movies, games, role-playings, and projects held very high student interest.

C. Students designed questionnaires and made surveys in their neighborhoods on people's opinions on ecological problems.

IV. Additional comments

A. The evaluating teachers would teach parts of this material again. Teachers should choose the readings carefully.

B. Both testing teachers agreed that the reading level was too advanced for their 7th grade classes. (It seemed to be about 11th - 12th grade.)

C. Need a basic text and/or a good supply of reference books.

FOUR WORLD VIEWS
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $1.98; Teacher's guide $1.41

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 208 students
Grade levels - 7-9
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	3 - 6 weeks
Suggested Preparation Time	1/2 hour to 1 hour per day.
Helpful Supplementary Material	Films on the major world religions, the Bible, and the Torah.

I. Description

A. *Comments:* The four views selected by this unit are 1) Confucian, 2) Buddhist, 3) Hebrew, 4) Greek.

B. *Focus:* The role of ideas (divine, universe, knowledge, art, truth) in cultural differentiation.

Subfocuses: change, diffusion, humanism, naturalism, polytheism, monotheism. Man's need for religion, importance of religion as it affects the history of mankind, development of a unique Hebrew culture, nature of religion, nature of historical evidence.

C. *Key concepts:* interdepence, change, self identity

D. *Goals and objectives*

1. To acquaint students with the ideas of these four cultures and the significance of family, government, man, and God in these four cultures.
2. To expand the awareness of the students concerning value systems and the development of religious beliefs in a variety of cultures.

3. To have students understand the nature and importance of values and their relations to controlling ideas.

4. To show cultural borrowing and cultural diversity.

II. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
display-making		X	
role-playing		X	
value clarification exercises		X	

III. Teachers' comments on motivation

A. The material is self-motivating.

B. Excellent format -- pictures, maps, charts. Good reading level.

IV. Additional comments

All evaluating teachers were quite excited and pleased by this unit's effect upon their classes. The material is very self-motivating and met a decided curriculum need to have religions' views treated from a global perspective. The teacher's guide was also recommended. It presented several alternatives for each day's lessons that allowed teachers to select on the basis of their own interest, strengths and resources.

INTERACTION OF CULTURES
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $2.22; Teacher's guide $1.41

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 65 students
Grade level - 7
Portion taught - All

Recommended Placement	7th - 9th grade
Teaching Time	4 - 7 weeks
Suggested Preparation Time	Not estimated
Helpful Supplementary Materials	Voices of Emerging Nations. Boutwell, Clinton E. and Eric Agume Opia. Leswing Communications, Inc., San Francisco, 1971; CultureContact. Games Central, ABT Associates, Inc., Cambridge, Mass.; India. People of the World. Larry Cuban, et. al., Scott Foresman and Co., Glenview, Illinois, 1973.

I. Description

A. *Comments:* Students are introduced to concepts in the Concepts and Inquiry Series through the use of the phrase "controlling ideas." The controlling ideas presented in Interaction of Cultures are imperialism, culture contact, and nationalism. The content covered deals with Chinese Imperialism under the Manchus and Western Imperialism in many sections of the globe.

Focus: There are no certain results when cultures interact. *Subfocuses:* acculturation, assimilation, segregation, apartheid, genocide, and imperialism, Westernization, nationalism.

B. *Key concepts:* interdependence, change

C. *Goals and objectives*

1. To give students a better understanding of how people and cultures relate to each other.
2. To understand the 19th century as the logical outgrowth of the events preceding it.
3. To consider cultural interaction as the most important phenomenon of the 19th century.
4. To be able to use the data and the vocabulary to relate to today's interaction problems.
5. To use an interdisciplinary approach.

II. Abilites required

A. *Reading level:* 7th to 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
charts		X	
graphs	X		
tables	X		
maps		X	
inquiry		X	
discussion		X	
simulation		X	
panel quiz		X	

III. Teacher's comments on motivation

As long as the book was used as a resource for the individualized units, no motivation was necessary. When it came to just reading, it was not self-motivating.

IV. Additional comments

A. The series was supposedly designed for the 5th through 7th grades but appears to be more appropriate for the 7th through 9th grades.

B. The evaluating teacher would teach this whole unit again. It held student interest, provided adequate teacher guidance, and usually developed concepts clearly.

C. Allow individual decisions about which area of study a student wants to pursue, and divide up the material into China, India, and Africa, looking for comparisons to come out in discussion.

MAN: A CROSS-CULTURAL APPROACH

Authors	Herbert and Judith Klinger
Publisher	Educational Resources, Inc. Subsidiary of Educational Design, Inc. P. O. Box 103 South Orange, New Jersey 07079
Cost	Total package $163.00. All parts are available separately.

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 160 students
Grade levels - 7, 8
Portion taught - All

Recommended Placement	6th - 10th grades
Teaching Time	Varied up to 12 weeks.
Suggested Preparation Time	1 - 2 hours weekly
Helpful Supplementary Materials	Needs printed material to accompany it. Can be used to supplement Harcourt, Brace, Jovanovich books Man in Culture and/or Man's Attitudes, or these booklets can be used to supplement the filmstrips.

I. Description

A. *Comments:* This kit consists of 8 filmstrips (2 parts each) and 8 records. Titles are 1) People, 2) Cultures, 3) Housing, 4) Transportation, 5) Work, 6) Leisure, 7) Religion, and 8) Education. These filmstrips can serve as the basic resource for a unit on the universal needs of man and how they are met in different cultures, or they can be used as supplementary materials. Either way, printed materials on the same themes are needed to make these filmstrips successful. Such materials were not clearly identified in the current testing effort.

Focus: An integrated world view of the physical and emotional needs which men throughout the world have in common.

Subfocuses: The ways in which people satisfy these needs vary from one culture to another. Ways of life in the developing nations. Man is affected by his environment.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. To teach students that man's needs are everywhere the same. How he meets these needs reveals interesting differences in adaptation to environment.
2. To bring to children in a homogenous suburb awareness that 2/3 of the world is non-white.
3. To emphasize that values of every culture have merit; things may be different but not inferior.

II. Abilities required

A. *Reading level:* 6th - 10th grade

B. *Skills*

Use of	None	Moderate	Heavy
inquiry			X
discussion			X
inductive processes			X
written vocabulary work			X
comparison and analysis			X

III. Teachers' comments on motivation

A. The material was self-motivating.

B. The photography in the filmstrips is outstanding; varied pictures placed in excellent sequence in order to develop a point. The accompanying narration is equally well done.

IV. Additional comments

A. Material does hold student interest, provides adequate teacher guidance, and develops concepts clearly.

B. Use the introductory filmstrips "People and Cultures" to establish the point that man has universal needs which can be met in various ways, and that no one way of meeting these needs is necessarily better than any other. Use the other filmstrips in the series to highlight specific studies of how man meets these needs.

MAN IN CULTURE
(Concepts and Values Series)

Author	Center for the Study of Instruction (Concepts and Value Series)
Publisher	Harcourt, Brace, Jovanovich
Availability	Harcourt, Brace, Jovanovich 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.59; Teacher's guide $1.95 (covers six titles in the series).

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
6 teachers, 185 students
Grade levels - 7-9
Portion taught - All

Recommended Placement	7th to 9th grade
Teaching Time	4 to 5 weeks
Suggested Preparation Time	12 hours
Helpful Supplementary Materials	Films: Geronimo Jones, National Educational Films Center, $20 rental; Why Man Creates, available from Pyramid Films, Box 1048, Santa Monica, California; rental price not available. Books: Constructing a Life Philosophy (Opposing Viewpoints Series), Greenhaven Press, Anoka, Minnesota, 1971; Man: A Cross Cultural Approach, available from Educational Resources Inc., Post Office Box 103, South Orange, New Jersey 07079, $163 (see separate evaluation).

I. Description

A. *Comments:* This unit is from a very popular series of titles designed for use in 7th and 8th grade social studies. Each unit is keyed to a particular social science discipline. Man in Culture is based on anthropological concepts.

Focuses: Cultures provide for their members the ways and means of satisfying human needs. Cultures provide a means of passing the knowledge, values, tools, and useful behavior from one generation to the next. All cultures have belief systems that help explain the world and that provide people with values to guide their behavior.

B. *Key concepts:* interdependence, identity, change

C. *Goals and objectives*

1. To have students develop empathy for the many subcultures that exist in the majority culture, and to have students be receptive when looking at the values of a member of the many subcultures in American society.
2. To have minority group students feel a sense in their heritages.

II. Abilities required

A. *Reading level:* 6 - 9

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
maps		X	
inquiry			X
analysis			X
discussion			X
role-playing		X	
value clarification exercises		X	

III. Teachers' comments on motivation

A. Testing teachers felt the material was self-motivating.

B. Pictures in the text can be used as study pictures and are very useful in stimulating class discussion.

IV. Additional comments

Testing teachers felt very differently about the classroom use of this book. Some teachers were laudatory about some of the inquiry lessons, while others reported dismal failures on the same lessons. The most serious complaint about the book has been that "grabbers" are utilized without sufficient follow-up to really ensure student internalization of the main ideas. The books themselves are attractive and well worth examining.

MAN IN HIS ENVIRONMENT
(Concepts and Values Series)

Author	Center for the Study of Instruction
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.59; Teacher's guide $1.95 (Teacher's guide covers six titles in the series.)

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 36 students
Grade level - 7
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	4 - 6 weeks
Suggested Preparation Time	Average of 1/2 hour per lesson after initial overview
Helpful Supplementary Materials	Tragedy of the Commons, film available from Holt, Rinehart and Winston, Inc., rental $35; other films or media on the environment.

I. Description

A. *Comments:* This is the ecology oriented unit in the series, Concepts and Values. The book is divided into two conceptual parts. "Patterns of Habitat" shows how man's culture affects the way a people use their physical environment. "Patterns of Balance" demonstrates to the student the *Focuses:* When natural surroundings are modified to meet human needs, other parts of the total environment may be affected. *Subfocuses:* Ecology, habitat, adaptation, technology, resources, environment balance.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. Given a description of an area and the people who live there, the student will ask questions in order to identify what the land forms etc., require of the people and how the people's values have directed their use of the land.

2. Given a decision of the uses of resources and technology, the student will recognize the probable complexity of that decision and will inquire as to the positive and negative trade-offs for conveniences, environmental control and human values.
3. That the student will consider his own values involving conservation and consumer products.

II. Abilities required

A. *Reading level:* 6th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
maps		X	
reading			X
inquiry/hypothesizing			X
analysis			X
discussion			X
simulation		X	
inductive processes			X

III. Teacher's comments on motivation

The material is motivating but also requires motivational activities by the teacher.

IV. Additional comments

A. The material held student interest, provided adequate teacher guidance but did not always develop concepts clearly. The concept level was above the reading level.

B. Use supplementary materials to reinforce each concept.

MAN'S ECONOMIC WORLD
(Concepts and Values Series)

Author	Center for the Study of Instruction
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.59; Teacher's guide $1.95

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 110 students
Grade levels - 7-9
Portion taught - One all, the other taught pp. 1-41.

Recommended Placement	7th - 9th grade
Teaching Time	3 - 5 weeks
Suggested Preparation Time	20 hours
Helpful Supplementary Materials	Starpower, game available from Simile II, $25 for 18-35 student kits or $3 for directions to make your own. (See separate evaluation.)

I. Description

A. *Comments:* Man's Economic World presents the student with the picture of world trade and develops the idea of increasing national economic specialization in a world that is growing more interdependent.

Focus: interdependence *Subfocuses:* man's physical and psychological needs, human capital and natural resources, scarcity, trade and trade barriers, efficiency and costs, areas of specialization, ethnocentrism, unity or nationalism, rich and poor nations.

B. *Key concepts:* interdependence, conflict

C. *Goals and objectives*

1. For students to grasp the interdependence of the world's people.
2. To see similarities between the functioning of the student in his local economy and of nation-states in complex international interactions.
3. To see the relationships among economic barriers, resources, scarcity, and nationalism.

4. To see nationalism in a historical perspective and to hypothesize about what is needed now for peace.

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables			X
maps			X
reading			X
analysis/synthesis			X
inductive processes			X
research		X	
projects		X	
discussion			X
small group work			X
hypothesizing			X
simulation			X
role-playing		X	

III. Teachers' comments on motivation

A. Testing teachers did not find the material self-motivating; frequent motivating activities were needed.

B. Motivational activities, suggestions:

1. Economic areas of specialization: student groups create an independent nation and attribute 30 resources to it. To accompany chapter 3, each group then creates a history and mythology for its nation and draws murals depicting these. Each must then trade with the other nations to become fully sufficient. The trading is done graphically, using colors on the murals.
2. Make use of student involvement exercises outside of the classroom. These are quite good, covering a range of student ability levels. There are some excellent attention-getters in the form of comparable homework assignments.

IV. Additional comments

The material provided adequate teacher guidance and developed concepts clearly, but did not hold student interest. It is too abstract and needs much supplementary material to reinforce each concept presented and to show relevancy and worth.

MARKETPLACE

Authors	Security Pacific National Bank, Los Angeles
Publisher	American Bankers Association
Availability	Joint Council on Economic Education 1212 Avenue of the Americas New York, New York 10036
Cost	$75

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 125 students
Grade levels - 7, 8, 12
Portion taught - All

Recommended Placement	12th grade
Teaching Time	Two weeks
Suggested Preparation Time	Approximately two hours
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This elaborate simulation attempts to bring students to the realization of the interrelationships and interdependence of the American economy.

Focus: The ways in which the various sectors of the economy relate and function and basic principles underlying their operation, such as supply and demand. *Subfocuses:* 1) The purpose of the economic system is to satisfy human wants, 2) Profits are made by selling finished products at a price higher than the cost of production, 3) Everyone is a member of a household; raw materials and labor go into manufacturing a product; banks are sometimes needed for borrowing and saving money; retailers buy finished manufactured products and sell to households.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. To simulate a marketplace and the general flow of goods and services in the U.S.
2. To demonstrate how various sectors of the economy relate to each other and to underscore the role of the banking community.

II. Abilities required

A. *Reading level:* 7th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
readings		X	
charts		X	
graphs		X	
tables		X	
maps	X		
inquiry		X	
essay	X		
role-playing		X	
discussion		X	
analysis		X	
simulation			X

Note: Students need to be able to anticipate which decisions others are going to make.

III. Teachers' comments on motivation

There was much excitement and high student interest. At first, however, students felt insecure since the game is rather difficult to start (particualarly at the intermediate level). Special motivators: the materials themselves, such as the money, the government interference cards entitled Special Event cards, the technique of having the government compete with sectors which were having problems, and at times, the teacher actively participating, for example: purchasing labor or forming a retail store to stimulate foreign competition.

IV. Additional comments

A. The game appears to be applicable to a wide age range. One testing teacher used it successfully with an adult group. The active participation of the students might make this simulation a preferable way of presenting the concept of the American economic system.

B. The testing teachers would use the game again, but they suggest modifying the banker role. Either assign only the "top" students as banker or assign more than one person and perhaps a secretary to each bank position.

C. Students should be guided to see the potential of borrowed money so they won't be reluctant to borrow.

D. Plan a full day for introduction and strong guidance at the start, but don't try to explain all the aspects of the game.

MIX
(New World Issues Series)

Authors	Barbara Stanford and Gene Stanford
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.95; Teacher's guide free with order of 10 student books.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 220 students
Grade levels - 7, 8, 11, 12
Portion taught - Readings are to be selected.

Recommended Placement	12th grade
Teaching Time	up to 6 weeks
Suggested Preparation Time	2 hours per week
Helpful Supplementary Materials	Films, slides, and/or speakers would be helpful to accompany the different sections of the book.

I. Description

A. *Comments:* Teachers used this book and its varied and cosmopolitan readings to focus on a cross-cultural approach to mankind. Selections consist of a mixture of prose, poetry, songs, and other expression.

Focus: Depends on readings selected. *Subfocuses:* Variety of cultures, customs, economic, and other systems.

B. *Key concepts:* interdependence, values and valuing process

C. *Goals and objectives*

1. To present slices of different cultures, arranged thematically,
2. To analyze the factors that produce differences in cultures.
3. To make students aware that certain customs fit other cultures' needs the way our customs do ours.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
discussion			X
role-playing			X
panels and debate			X
inductive processes			X
inquiry/hypothesizing			X
reading			X

III. Teachers' comments on motivation

A. This book is self-motivating and does not require motivating activities by the teacher.

B. Students were so turned on that they often read unassigned selections on their own.

IV. Additional comments

A. Most readings were successful in making students aware of the validity of the different ways other cultures view the life cycle. High student interest was maintained throughout. The teacher's guide is commended.

B. Many inter-related concepts are involved in the readings; the book is a good supplement to use periodically with many units.

C. The vocabulary was challenging to 7th and 8th graders, but testing teachers felt it not to be a hindrance.

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OXFAM CASE STUDIES OF DEVELOPING NATIONS

Authors	OXFAM
Publisher	Houghton Mifflin and Company
Availability	Houghton Mifflin and Company Educational Division 110 Tremont Street Boston, Massachusetts 02107
Cost	Six titles, $1.05 each; No teacher's guide.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
5 teachers, 250 students
Grade levels - 7, 8
Portion taught - All

Recommended Placement	7th and 8th grades
Teaching Time	1 - 8 weeks
Suggested Preparation Time	Unestimated
Helpful Supplementary Materials	Maps, current magazine and newspaper articles, materials from Economics Development Council.

I. Description

A. *Comments:* This series has been developed by the Oxford Famine Relief Organization (OXFAM) to build awareness within the English child of the plight and the efforts for self-improvement of people from developing countries. Each title concentrates upon representing individuals from the area who are dealing with and surmounting typical problems indigenous to their nation. With six separate titles, teachers can create different group projects and the possibility of reporting back to the entire class. The separate titles from the series are 1) Botswana (Bechuanaland): This Is a Hungry Year, 2) Ecuador: Learning by Radio, 3) East Pakistan: In the Wake of the Cyclone, 4) Korea: The Aftermath of War, 5) Nigeria: A Boy with Leprosy, and 6) Tibet: Refugees from the Roof of the World.

Focus: Developed, industrialized nations compared to developing, emerging nations. *Subfocuses:* Resources, factors of production, physical environment, hunger and disease, effects of war, culture/tradition, command/market economy, decision-making.

B. *Key concepts:* Interdependence and change

C. *Goals and objectives*

1. To understand the interdependence of human beings.
2. To understand and compare developing nations and be aware of their special problems.
3. To become aware of the wide gap in standards of living of industrialized and developing nations.
4. To reduce ethnocentrism.

II. Abilities required

A. *Reading level:* 7th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
discussion			X
inductive processes			X
simulation		X	
role-playing		X	
charts			X
graphs		X	
tables			X
maps			X
making comparisons			X
reference work			X
compile and analyze data			X
reports -- oral and written			X

III. Teachers' comments on motivation

A. Testing teachers found students very turned on by the subject matter. The books are small, full of interesting pictures and easy to read. They focus on individuals within the nation, thereby giving the feeling of a human interest story.

B. Teachers used varying strategies. One made up individual contracts for students to complete. Another used a comparative approach, with students concentrating on one nation, keeping charts, analyzing problems and possible solutions, making "speeches," and doing a lot of reference work. The OXFAM books were used as a supplement.

IV. Additional comments

A. Material has no teacher's guide. Does hold student interest and develop concepts clearly. "The OXFAM material worked well as a 'grabber'; in my comparative studies the students became interested in a developing nation through OXFAM and then went on to in-depth study."

B. Be aware that some editions are American and some British and that there are minor discrepancies.

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PEOPLE AND PLACES, BOOKS II AND III

Author	Case Studies in World Geography
Publisher	Rand McNally and Company
Availability	Rand McNally and Company School Department Box 7600 Chicago, Illinois 60680
Cost	Student book $1.50; Teacher's guide -- free

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 220 students
Grade levels - 7, 8
Portion taught - Parts

Recommended Placement	7th grade
Teaching Time	4 to 6 weeks per unit
Suggested Preparation Time	10 hours
Helpful Supplementary Materials	Films relating to the particular areas chosen for study.

I. Description

A. *Comments:* There are five volumes to People and Places, each containing case studies from cultures throughout the world. Volume I cases are drawn from sparsely populated groups, Volumes II and III concentrate on areas of moderate population density, while Volumes IV and V deal with the most densely populated regions. Conceptually the volumes move from the simple to the complex. The student materials are very low level and contain exercises which have high dependence on a student's interpretation of photos, maps and drawings, rather than on the printed word.

Focus: People around the world share the same basic needs; they fulfill these needs according to the environment in which they live. What we are is determined in part by our geography; such things as our economy, color, home, foods, and customs are related to our geographical location and heritage.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. To expose students to varied life styles, customs, and beliefs.
2. To help students see differences and similarities among peoples and to investigate the causes.
3. To become less critical of others, developing respect for other peoples.

II. Abilities required

A. *Reading level:* 3rd - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts			X
graphs			X
tables			X
maps			X
discussion			X
comparison			X
analysis			X
reading		X	
simulation		X	
written reports			X
inductive process, judgment, drawing conclusions			X

III. Teachers' comments on motivation

Material is self-motivating and does not require continual motivating activities by the teachers. Students were not handicapped by their own low reading levels.

IV. Additional comments

A. The evaluating teachers would teach this material again, in part. The material was of very high interest to students and developed concepts, including geographical concepts, clearly. The teacher's book is an answer book and not a help in preparing to teach. The pronunciation guide is no help.

B. Pre-test for map skills, and if necessary, do map work prior to iniating the unit.

C. The teacher does need to provide additional activities for classroom variety.

PEOPLE OF THE WORLD SERIES -- INDIA, KENYA

Author	Larry Cuban, series editor
Publisher	Scott Foresman
Availability	Scott Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Cost	Student book $1.47; Teacher's guide $1.50

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 160 students
Grade level - 7, 9
Portion taught - Part

Recommended Placement	7th - 9th grade
Teaching Time	1 - 4 weeks
Suggested Preparation Time	The testing teachers varied. Approximately 20 minutes per lesson.
Helpful Supplementary Materials	Maps, especially large wall maps; for India chart of Hindu caste system and diagram of Hindu gods; film: Dr. Leakey and the Dawn of Man (for Kenya), available from National Geographic Series, Films, Inc.

I. Description

A. *Comments:* Other titles in the series are Japan, Mexico, USSR and France. Each title follows the same chapter sequence: 1) The Setting, 2) Workers, 3) Family and Education, 4) Religion, 5) Government, 6) Conflict, 7) Close-ups of People.

Focus: Diverse cultures have arisen in different places as people have attempted to meet their needs and solve their problems. The natural environment affects the culture of a people. Although cultural responses are diverse, there are similarities in basic human activities and aspirations.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. To understand the complexities of another culture, to respect their differences from one's own, and to appreciate their value systems.
2. For students to begin to see African countries as being in the 20th century. That Kenya is not "backward," nor so far away and strange.

II. Abilites required

A. *Reading level:* 8th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
maps			X
charts		X	
tables		X	
graphs		X	
readings			X
inquiry/hypothesizing		X	
discussion			X
group work			X
analysis/comparison			X
role-playing		X	

III. Teachers' comments on motivation

Testing teachers found the materials self-motivating. Excellent illustrations, interesting short reading selections, good activities and good discussion questions suggested in teacher's guide.

IV. Additional comments

A. The material held student interest and developed concepts clearly.

B. Review map skills and geographical locations first. Many students look upon Africa as just one big country.

C. "Very good. Students were very interested in materials."

35111773

EVALUATION FORM

Title of Material

Author(s)

Publisher

Availability (national address)

Cost

Testing Situation

Number of teachers _____ Number of students _____

Grade level _____ Ability level low ___ average ___ high ___

School _____

Portion taught All _____ Part _____
(If part, include chapters or pages.)

Recommended Placement

Teaching Time

Suggested Preparation Time

Helpful Supplementary Materials (Include availability and cost, if possible.)

I. Description

Summarize the material's contents, focus, and the author's approach. For example, American Political Behavior might be described as a study of American politics focusing on political roles. It uses a social scientific approach in conjunction with a series of case studies.

What are the key concepts?

What were the stated (or implied) objectives of the material?

What were your own objectives?

II. Abilities required

Reading level (vocabulary and comprehension): _____ k-12

Skills	None	Moderate	Heavy
Use of:			
charts, graphs, tables			
maps			
readings			
inquiry/hypothesizing			
simulation			
role-playing			
discussion			
others (list)			

III. Motivation

What were the special "grabbers" or techniques used?

Was the material self motivating? Yes _____ No _____

Did it require continual motivating activities? Yes _____ No _____

Comments:

IV. Evaluation

What tools did you use to measure student achievement? Did you develop them yourself or were they part of the curriculum?

V. Further comments

Special do's and don'ts for teachers new to the material.

Did the materials hold student interest? Yes _____ No _____

provide adequate teacher guidance? Yes _____ No _____

develop concepts clearly? Yes _____ No _____

Comments:

A GUIDE TO SELECTED CURRICULUM MATERIALS ON
INTERDEPENDENCE, CONFLICT, AND CHANGE:

Teacher Comments on Classroom Use and Implementation

CHANGE

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B. Topics/Techniques

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Materials Evaluation Form

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SP 007 784

Prepared for the Center for Teaching International Relations by the Center for War/Peace Studies (A Program of the New York Friends Group, Inc.), 1973. Produced and distributed through a grant from the National Endowment for the Humanities.

INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

7. The guide is being distributed in six conceptual units -- change, conflict, identity, interdependence, power and authority, values and valuing. Each unit however, contains a listing of all the materials tested and complete indexes including topics/techniques index, and suggested placement of tested materials into semester courses. Items are arranged alphabetically by title. If you are interested in receiving other sections of the bibliography or have comments on materials you've used write the Curriculum Materials Program, Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

PARTICIPATING TEACHERS

Roy Aaland
Sheila Abdallah
Jim Adams
Neil Agron
John Bedecarre
Don Bergamini
Bruce Borad
Jody Bourland
Dick Bristow
Katie Chilton
Ron Clark
Sue Couch
Ruth Davis
Aleta Dunn
Lars Ekdahl
Dave Ellick
Don Gallup
Dick Fagerstrom
Suzette Ferguson
Scott Fitzgerrell
Marilyn Garvey
Carol Gray
Linda Gregoriev
Don Guenther
Helen Hansen
Roberta Hatlestad
Delores Hegemann
Cissy Hill
Jack Hubbs
Suzi Hunnell
Jack Kennett
Rosemary Kowalski
Jenny Kuenster
Jim Kroll
Darrell Leckliter
Joan MacLellan
Phil Mast
Jeff McCreary
Brenda McNeely
John Millar
Laura Mori
Helen Murphy
Katy Muus
Dorothy Naas
Carol Noble
Sue Ott
Al Paltin
Nancy Parsley
Carolyn Paxton
Walt Perry
Nancy Piedmonte
Marjorie Powell
Ron Redding
Myra Redick
Ron Remington
Martha Riley
Peter Roberts
Ray Schultz
Ernest Spencer
Ken Stierna
Barbara Stromberg
Marv Tauber
Grace Townley
Sharon Vogt
Carl von Rohr
Ruby Wilhite
Barbara Williams
Jackie Woodruff
Rita Zwerdling

LIST OF UNITS EVALUATED IN ENTIRE PROJECT

American Political Behavior (Ch,P)†
Choices (V)
Conflict, Politics and Freedom (Co,P)
Constructing a Life Philosophy (I,V)
Crimes and Justice (Co,P)
CultureContact* (Ch,Co,ID)
Data on the Human Crisis (Co,ID)
Dealing with Aggressive Behavior (Co,P,I)
Division, Unity and Expansion (Ch,Co)
Earth Island** (ID)
Ecology Controversy (V,ID)
Four World Views (I,ID,Ch)
From Subject to Citizen (Ch,P)
Ghetto* (Co,P,I)
Hiroshima Decision** (P,V)
Images of People (I)
Inquiry Experiences in American History (Ch,Co)
Interaction of Cultures (Ch,ID)
Law: You, the Police and Justice (P)
Liberals and Conservatives (Ch,P,V)
Loyalties: Whose Side Are You On? (P,V)
Making Value Judgments (I,V)
Man: A Course of Study (I,V)
Man: A Cross-Cultural Approach** (ID)
Man in Culture (Ch,I,ID)
Man in His Environment (ID)
Man's Attitudes (I)
Man's Economic World (Co,ID)
Marketplace* (ID)
Mix (V,ID)
Nations in Action (Ch,Co)
OXFAM Case Studies of Developing Nations (Ch,ID)
People and Places (ID)
People of the World (Ch,ID)
Railroad Game* (Co,P)
Simulating Social Conflict (Co)
Small Group Processes (Ch, Co)
Social Change: The Case of Rural China (Ch)
Starpower (Powderhorn)* (P,Co)
Taking a Stand (Co)
Values in Action** (Co,V,P)
Voices for Justice (Co,P)
Youth and the Law (P)

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†These letters refer to the conceptual units in which a particular item appears. Ch stands for Change; Co -- Conflict; ID -- Interdependence; I -- Identity; P -- Power and authority; V -- Values and valuing.

*Game
**Multi-Media kit

SUGGESTED PLACEMENT OF MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/LAW

American Political Behavior
Conflict, Politics and Freedom
Crimes and Justice
Ghetto*
Law: You, the Police and Justice
Liberals and Conservatives
Voices for Justice
Youth and the Law

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion
From Subject to Citizen
Hiroshima Decision**
Inquiry Experiences in American History
Railroad Game*

ANTHROPOLOGY

CultureContact*
Interaction of Cultures
Man: A Course of Study
Man in Culture
Mix

ECOLOGY

Earth Island**
Ecology Controversy
Man in His Environment

ECONOMICS

Man's Economic World
Marketplace*

INTERNATIONAL RELATIONS

Nations in Action
OXFAM Case Studies of Developing Nations
Simulating Social Conflict
Social Change: Case of Rural China

PHILOSOPHY/ETHICS

Choices
Constructing a Life Philosophy
Four World Views
Hiroshima Decision**
Liberals and Conservatives
Loyalties: Whose Side Are You On?
Making Value Judgments
Values in Action**

PSYCHOLOGY

Constructing a Life Philosophy
Dealing with Aggressive Behavior
Images of People
Loyalties: Whose Side Are You On?
Man's Attitudes
Small Group Processes
Starpower*

SOCIOLOGY

American Political Behavior
Crimes and Justice
Ghetto*
Images of People
Simulating Social Conflict
Small Group Processes
Social Change: Case of Rural China
Starpower*

WORLD CULTURE/AREA STUDIES/ GEOGRAPHY

CultureContact*
Four World Views
Interaction of Cultures
Man: A Cross-Cultural Approach**
Mix
OXFAM Case Studies of Developing Nations
People and Places
People of the World

WORLD HISTORY

Four World Views
Hiroshima Decision**
Interaction of Cultures
Nations in Action

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*Game
**Multi-Media kit

TOPICS/TECHNIQUES INDEX

AFRICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Jr)
Data on the Human Crisis (Jr/HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)
Ghetto* (Jr/HS)
Man's Economic World (Jr/HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
Ghetto* (Jr/HS)
Liberals and Conservatives (HS)
Voices for Justice (Jr/HS)

AMERICAN REVOLUTION

From Subject to Citizen (Jr)

ASIA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Jr)

BUSINESS ETHIC, U.S., DEVELOPMENT OF

Division, Unity and Expansion (HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

COLONIAL PERIOD, U.S.

From Subject to Citizen (Jr)

COMMUNICATION PROBLEMS

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Jr/HS)
Dealing with Aggressive Behavior (Jr)
Simulating Social Conflict (HS)

CONSTITUTION, U.S.

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
From Subject to Citizen (Jr)
Voices of Justice (Jr/HS)

CULTURE/CROSS-CULTURAL APPROACH, INTERACTIONS OF CULTURES

CultureContact* (Jr/HS)
Four World Views (Jr/HS)
Interaction of Cultures (Jr/HS)
Man: A Course of Study (Jr)
Man: A Cross-Cultural Approach** (Jr/HS)
Man in Culture (Jr/HS)
Mix (HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
People and Places (Jr)
People of the World Series (Jr/HS)

DATA RESOURCES

Data on the Human Crisis (Jr/hS)

DEPRESSION, U.S. AND WORLD

Nations in Action (Jr)

*Game
**Multi-Media kit

DEVELOPING NATIONS

Data on the Human Crisis (Jr/HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
Mix (HS)
People and Places (Jr)
People of the World (Jr/HS)
Starpower* (Jr/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)
Constructing a Life Philosophy (HS)
Loyalties: Whose Side Are You On? (HS)
Making Value Judgments (Jr/HS)
Values in Action** (Jr)

DISCUSSING PUBLIC ISSUES

Taking a Stand (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION)

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)
Man in His Environment (Jr/HS)

ENGLISH BACKGROUND, U.S. HISTORY

From Subject to Citizen (Jr)

GAMES AND SIMULATIONS

CultureContact* (Jr/HS)
Ghetto* (Jr/HS)
Marketplace* (HS)
Railroad Game* (Jr/HS)
Starpower* (HS) -- Powderhorn (Jr)

GEOGRAPHICAL SKILLS

People and Places (Jr)

GROUP PROBLEM SOLVING

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations (Jr/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Jr/HS)

INDIA

People of the World (Jr/HS)

INDUSTRIALIZATION, U.S., 19th CENTURY

Division, Unity and Expansion (HS)
Railroad Game* (Jr/HS)

INFLUENCE AND USE OF POWER, U.S.

American Political Behavior (HS)
From Subject to Citizen (Jr)

INQUIRY ACTIVITIES/U.S. HISTORY

Division, Unity and Expansion (HS)
Inquiry Experiences in American History (Jr/HS)

INTERNATIONAL SYSTEM

Man's Economic World (Jr/HS)
Nations in Action (Jr)
Starpower* (Jr/HS)

KENYA

People of the World (Jr/HS)

LANGUAGE ARTS

Choices (HS)
Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World (Jr/HS)

LAW, CIVIL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Voices for Justice (Jr/HS)

LAW, CRIMINAL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Crimes and Justice (Jr/HS)
Law: You, the Police and Justice (Jr/HS)
Youth and the Law (Jr/HS)

LIFE CYCLE

Man: A Course of Study (Jr)

LOYALTY

Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)

MAN, NATURE OF

Constructing a Life Philosophy (HS)
Man: A Course of Study (Jr)
Man's Attitudes (Jr/HS)

NATIONALISM

Interaction of Cultures (Jr/HS)
Nations in Action (Jr)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

Hiroshima Decision** (HS)
Simulating Social Conflict (HS)

PERCEPTION

Images of People (HS)
Man's Attitudes (Jr/HS)

POPULATION

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Jr)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Jr/HS)

REVOLUTION

Starpower* (Jr/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Jr/HS)
Inquiry Experiences in American History
Law: You, the Police and Justice (Jr/HS)
Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)
Voices for Justice (Jr/HS)

RULE-MAKING

Starpower* (Jr/HS)
Voices for Justice (Jr/HS)

SOCIAL CLASS

Images of People (HS)
Social Change: Case of Rural China (HS)
Starpower* (Jr/HS)

STEREOTYPES

Images of People (HS)
Man's Attidues (Jr/HS)

URBAN AMERICA

Crimes and Justice (Jr/HS)
Ghetto* (Jr/HS)

WAR/PEACE

Data on the Human Crisis (Jr/HS)
Hiroshima Decision** (HS)
Nations in Action (Jr)
OXFAM Case Studies of Developing Nations (Jr/HS)
Starpower* (Jr/HS)

WORLD WAR I

Nations in Action (Jr/HS)

WORLD WAR II

Hiroshima Decision** (HS)
Nations in Action (Jr/HS)

CHANGE -- MATERIALS DESCRIBED

Title	Grade Level		
	7-8	9	10-11-12
American Political Behavior			X
CultureContact*	X	X	X
Division, Unity and Expar ion			X
Four World Views	X	X	
From Subject to Citizen	X		
Inquiry Experiences in American History	X	X	X
Interaction of Cultures	X	X	
Liberals and Conservatives		X	X
Man in Culture	X	X	
Nations in Action	X		
OXFAM Case Studies of Developing Nations	X	X	
People of the World Series	X	X	
Small Group Processes			X
Social Change: Case of Rural China		X	X

*Game
**Multi-Media kit

AMERICAN POLITICAL BEHAVIOR - PART II

Authors	Howard Mehlinger and John Patrick
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $2.67 Book II; Teacher's guide $4.20. Accompanying materials, Book II: Tests (duplicating masters) 17.82 Transparencies (24) 23.85 Worksheets (12 lessons on duplicating masters) 5.37 "Influence" simulation (1 set includes TG, participant guides and duplicating master) 6.33 "Bottleneck" and "Ninth Justice" games (both in one package) includes game boards, cards, TG and participant guides 49.50

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 28 students
Grade level - 11
Portion taught - All

Recommended Placement	12th grade
Teaching Time	Each volume requires a semester.
Suggested Preparation Time	Unestimated
Helpful Supplementary Materials	Supplementary materials provided by publisher include worksheets, tests, films, overhead transparencies and simulation games.

I. Description

A. *Comments:* Attempts to move away from the idealized and abstract structural approach of the typical U.S. government course. Instead of cataloging the various institutions and analyzing a few issues which arise from those structures, Mehlinger and Patrick look at government both constitutionally and extra-constitutionally through the actual channels of power (the authors use the term "influence" rather than "power").

Focus: The role and function of official and unofficial political decision-makers. Decision-makers are found in the legislative, administrative, and judicial branches, and also in mass media, political parties, lobbies, etc.

B. *Key concepts:* power and authority, change

C. *Goals and objectives:* Analysis of the real structure and function of the American governmental system. The students should be able to analyze and to function within, or to change, the system.

II. Abilities required

A. *Reading level:* very high, 11th or 12th grade, at least.

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables, maps	X		
inquiry/hypothesizing			X
discussion			X
simulations (not ones provided by the unit)		X	
readings			X

III. Teacher's comments on motivation

A. The material is much more self-motivating than most of the other material available.

B. The text makes good use of pictures.

IV. Additional comments

A. The evaluating teacher would like to teach this material again in part, reporting that some looked good and some not. More evaluation is needed. The material provides adequate teacher guidance and develops concepts clearly. General concepts of decision-maker, role, and rules are used repeatedly, and other concepts are integrated into each lesson.

B. The teacher using this material should be prepared to add information on the structure of American federal and state government, to aid the students in understanding where each decision-maker gets his power and how his power relates to other power figures.

CULTURECONTACT

Author	----
Publisher	ABT Associates
Availability	Games Central ABT Associates, Inc. 55 Wheeler Street Cambridge, Massachusetts 02138
Cost	$30.00

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 120 students
Grade level - 9, 11, 12
Portion taught - All

Recommended Placement	7th - 12th grades
Teaching Time	Approximately two weeks
Suggested Preparation Time	4 - 10 hours
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This simulation presents a dilemma situation when an "advanced" technological society meets a more "primitive" culture located on a remote island. The scenario presents many opportunities for cultural misunderstandings, such as through trade, language difficulties, etc. The objective is that, through this conflict process, students will acquire a strong sense of cultural relativism.

Focus: cultural differences, ethnocentrism. *Subfocuses:* cultural change, conflict, interaction of cultures.

B. *Key concepts:* interdependence, conflict, change.

C. *Goals and objectives*

1. To introduce the basic anthropological concepts of cultural relativism and the potential for misunderstanding in any culture contact situation.

2. For students to accept, and learn to live with, opposing cultures; to use this experience as a basis for discussing why people behave toward other cultures the way they do.

II. Abilities required

A. *Reading level:* 7th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
maps		X	
role-playing			X
simulation			X
discussion		X	

III. Teachers' comments on motivation

The material is self-motivating, if students have had some previous practice with role-playing. Students become very absorbed in the game once they get into it.

IV. Additional comments

A. The material held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. The teachers would use the material again, being sure students feel familiar with role-playing before beginning the game.

C. Be very familiar with the game yourself.

D. Be sure students take plenty of time to learn their roles and the roles of their team members.

DIVISION, UNITY, AND EXPANSION
(Episodes in American History, Unit 3)

Authors	Robert E. Burns, et al.
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Hard cover -- all 4 units, $6.48 Soft cover -- Unit I, $1.98; Unit II, $1.98; Unit III, $1.53; Unit IV, $1.53 Teacher's guide $5.97

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 80 students
Grade level - 11
Portion taught - Part, Unit 8, "Making of Industrial America"

Recommended Placement	11th grade
Teaching Time	6 - 36 weeks
Suggested Preparation Time	10 hours
Helpful Supplementary Materials	films on the industrial giants and the rise of labor.

I. Description

A. *Comments:* The unit concentrates on the industrialization of the U.S. during the late 19th century. It utilizes an inquiry mode with emphasis upon presenting history as a set of several different possible choices and outcomes.

Focus: industry and its effects. *Subfocuses:* Rationalization, interrelationships of an industrial society, process and effects of unionization, immigration and growth of cities.

B. *Key concepts:* conflict, change

C. *Goals and objectives:*
1. To show students how change in technology can cause change throughout the society.

2. To acquaint the students with the principles of hypothesizing -- that history is not a simple cut-and-dried affair but that many viewpoints must be evaluated.

II. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry		X	

III. Teacher's comments on motivation

This unit appeals more to students than most U.S. history textbooks but still needs teacher-designed activities to maintain motivation.

IV. Additional comments

A. The evaluating teacher would use all of this material again.

B. "I thought the materials were good. Each episode could be read by the students in 25 - 30 minutes and the rest of the period could be used to discuss it. My feeling was that this material is considerably better than most history textbooks I have used."

C. Choose the questions from the teacher's guide carefully.

FOUR WORLD VIEWS
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $1.98; Teacher's guide $1.41

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 208 students
Grade levels - 7-9
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	3 - 6 weeks
Suggested Preparation Time	1/2 hour to 1 hour per day.
Helpful Supplementary Material	Films on the major world religions, the Bible, and the Torah.

I. Description

A. *Comments:* The four views selected by this unit are 1) Confucian, 2) Buddhist, 3) Hebrew, 4) Greek.

B. *Focus:* The role of ideas (divine, universe, knowledge, art, truth) in cultural differentiation.

Subfocuses: change, diffusion, humanism, naturalism, polytheism, monotheism. Man's need for religion, importance of religion as it affects the history of mankind, development of a unique Hebrew culture, nature of religion, nature of historical evidence.

C. *Key concepts:* interdepence, change, self identity

D. *Goals and objectives*

1. To acquaint students with the ideas of these four cultures and the significance of family, government, man, and God in these four cultures.
2. To expand the awareness of the students concerning value systems and the development of religious beliefs in a variety of cultures.

3. To have students understand the nature and importance of values and their relations to controlling ideas.

4. To show cultural borrowing and cultural diversity.

II. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
display-making		X	
role-playing		X	
value clarification exercises		X	

III. Teachers' comments on motivation

A. The material is self-motivating.

B. Excellent format -- pictures, maps, charts. Good reading level.

IV. Additional comments

All evaluating teachers were quite excited and pleased by this unit's effect upon their classes. The material is very self-motivating and met a decided curriculum need to have religions' views treated from a global perspective. The teacher's guide was also recommended. It presented several alternatives for each day's lessons that allowed teachers to select on the basis of their own interest, strengths and resources.

FROM SUBJECT TO CITIZEN

Authors	Education Development Center
Publisher	Denoyer-Geppert
Availability	Denoyer-Geppert 5235 Ravenswood Avenue Chicago, Illinois 60640
Cost	Unit III $1.80; Unit IV $1.90; Unit V $2.45. Separate teacher's guide for each unit $2.50 each.

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 370 students
Grade level - 8
Portion taught - Part. Emergence of the American; We the People, first half, pp. 7-31; Making of the American Revolution

Recommended Placement	8th grade or above
Teaching Time	5 to 7 weeks for each unit
Suggested Preparation Time	approximately an hour daily
Helpful Supplementary Materials	Films on the Pilgrims, life in colonial America, and the depression. Try to find supplementary materials available on the problems faced by very early colonists in terms of power structures or division of the land.

I. Description

A. *Comments:* This course approaches U.S. history with a focus on the evolutionary growth of power for the individual from the time of being subject to the King to the time of being citizen in the Federal Constitution. Many "grabbers" are incorporated, such as role-playing a town meeting or simulating early trade in the Empire Game.

Focus: Pertains to the development of the American nation and the history of Anglo-American political development. Emphasis on the uniqueness of the American experience. *Subfocuses:* How a group of people adapts and survives in an unfamiliar environment. The necessity of laws and rules of an unorganized society. Methods and escalation of protest in an unfavorable environment.

B. *Key concepts:* power and authority, change

C. *Goals and objectives*

1. To help students think historically and politically about the origins and the nature of their own political system.
2. To examine incentives for settling a new world, how the disaffected in a society find a voice, why coercion is applied by a state against a subordinate group within it, the nature of development of democracy, and the necessity of alternative behaviors.
3. To show that history is an interpretation of the past which students, too, are capable of interpreting intelligently.

II. Abilities required

A. *Reading level:* 9th - 12th grade; too difficult for the average 8th grader.

B. *Skills*

Use of	None	Moderate	Heavy
charts and graphs		X	
tables and maps		X	
inquiry			X
art		X	
role-playing		X	
simulation		X	
discussions (small, large, panel)			X
inductive processes			X
readings			X
activity sheets and exercises			X
vocabulary			X
interpretation and analysis			X

III. Teachers' comments on motivation

A. The material is somewhat self-motivating, but the readings can become tedious. Try to break up the readings with active exercises.

B. In some sections (first part of the Emergence of the American, Part 3, for example), the teacher must do a great deal of filling in and explaining.

IV. Additional comments

A. The materials maintained high student interest, provided adequate teacher guidance, and developed concepts clearly. When they teach the unit again they would provide more background resources and role-play and listening activities. They also suggest allowing time between units for break.

B. Introduce new concepts and continually reinforce materials previously covered. I see this unit as a continuum, each part is very important to the series.

C. "I would try this unit again at the beginning of the year to allow more time. Beautiful for a complete comprehension of the development of American democracy."

INQUIRY EXPERIENCES IN AMERICAN HISTORY

Author	Margaret Branson
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $2.28; Teacher's guide $2.67

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 25-30 students
Grade level - 7,8
Portion taught - Part

Recommended Placement	8th - 11th grades
Teaching Time	Book is meant to supplement U.S. history textbooks, could be used periodically during a full school year.
Suggested Preparation Time	Evaluating teacher unable to estimate

I. Description

A. *Comments:* This book is designed to supplement regular U.S. history materials. It presents scenarios, arranged chronologically, designed for use in class for discussions, role playing, and student projects. The materials are at a low reading level and have several short dramas that could be read aloud or acted out by students.

Focus: Investigating U.S. history through folklore, poetry, dialogues, letters, diaries, songs, pictures, etc. *Subfocuses:* History is composed of discrete events and personalities.

B. *Key concepts:* conflict and change

C. *Goals and objectives*

1. To acquaint the student with the inquiry or investigative method.
2. To provide students with interesting episodes of history that they could explore further.

II. Abilities required

A. *Reading level:* 7th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
inquiry		X	
charts		X	
graphs		X	
tables		X	
maps		X	
role playing			X
simulation			X

III. Teacher's comments on motivation

These inquiry experiences were used for the "grabbers" when introducing new areas of U.S. history to be investigated. Mainly because these inquiry experiences were so novel or interesting, the class enjoyed doing them together.

IV. Additional comments

The material held high interest for students, provided adequate teacher guidance, and developed concepts clearly.

INTERACTION OF CULTURES
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $2.22; Teacher's guide $1.41

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 65 students
Grade level - 7
Portion taught - All

Recommended Placement	7th - 9th grade
Teaching Time	4 - 7 weeks
Suggested Preparation Time	Not estimated
Helpful Supplementary Materials	Voices of Emerging Nations. Boutwell, Clinton E. and Eric Agume Opia. Leswing Communications, Inc., San Francisco, 1971; CultureContact. Games Central, ABT Associates, Inc., Cambridge, Mass.; India. People of the World. Larry Cuban, et. al., Scott Foresman and Co., Glenview, Illinois, 1973.

I. Description

A. *Comments:* Students are introduced to concepts in the Concepts and Inquiry Series through the use of the phrase "controlling ideas." The controlling ideas presented in Interaction of Cultures are imperialism, culture contact, and nationalism. The content covered deals with Chinese Imperialism under the Manchus and Western Imperialism in many sections of the globe.

Focus: There are no certain results when cultures interact. *Subfocuses:* acculturation, assimilation, segregation, apartheid, genocide, and imperialism, Westernization, nationalism.

B. *Key concepts:* interdependence, change

C. *Goals and objectives*

1. To give students a better understanding of how people and cultures relate to each other.
2. To understand the 19th century as the logical outgrowth of the events preceding it.
3. To consider cultural interaction as the most important phenomenon of the 19th century.
4. To be able to use the data and the vocabulary to relate to today's interaction problems.
5. To use an interdisciplinary approach.

II. Abilites required

A. *Reading level:* 7th to 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
charts		X	
graphs	X		
tables	X		
maps		X	
inquiry		X	
discussion		X	
simulation		X	
panel quiz		X	

III. Teacher's comments on motivation

As long as the book was used as a resource for the individualized units, no motivation was necessary. When it came to just reading, it was not self-motivating.

IV. Additional comments

A. The series was supposedly designed for the 5th through 7th grades but appears to be more appropriate for the 7th through 9th grades.

B. The evaluating teacher would teach this whole unit again. It held student interest, provided adequate teacher guidance, and usually developed concepts clearly.

C. Allow individual decisions about which area of study a student wants to pursue, and divide up the material into China, India, and Africa, looking for comparisons to come out in discussion.

LIBERALS AND CONSERVATIVES
(Opposing Viewpoints Series)

Authors	David L. Bender and Gary McCuen, editors
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Books $1.65 each "Map" games $ .95 each

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 370 students
Grade level - 7
Portion taught - Part

Recommended Placement	9th - 12th grades
Teaching Time	2 - 4 weeks
Suggested Preparation Time	approximately one-half hour before each class session
Helpful Supplementary Materials	newspaper and magazines

I. Description

A. *Comments:* The book contains readings that represent a range of opinion on the subject. A "map" is a novel part of the materials and very useful if the teacher wants students to practice group problem-solving. The particular "map" that accompanies Liberals and Conservatives contains 4 group activities, all based upon students Planning Tomorrow's Society.

Focus: Opinions on public issues differ.

Subfocuses: Radical, liberal, conservative, reactionary: one label seldom fits one person for all issues.

B. *Key concepts:* Values and valuing process, change, power and authority

C. *Goals and objectives*
1. To enable students to understand labels and to recognize that certain labels represent certain points of view.

2. To enable students to realize what radical, liberal, conservative, and reactionary mean, and to apply these terms to selected readings.
3. To enable students to be slow in making value judgments on points of view, and to distinguish between fact and opinion.
4. To enable students to express their own points of view.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading		X	
charts		X	
graphs	X		
tables		X	
maps	X		
discussion			X
analysis		X	
inquiry		X	

III. Teacher's comments on motivation

A. The book needed constant motivating activities by the teacher, but the future planning games were highly self-motivating.

B. Use more supplementary resources, filmstrips, etc. Build up a collection of good examples of different points of view.

IV. Additional comments

A. The evaluating teacher would teach parts of this unit again.

B. Don't assign students just to read the material. That is too hard for 7th graders. The material is better used as a framework for definitions and certain examples.

MAN IN CULTURE
(Concepts and Values Series)

Author	Center for the Study of Instruction (Concepts and Value Series)
Publisher	Harcourt, Brace, Jovanovich
Availability	Harcourt, Brace, Jovanovich 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.59; Teacher's guide $1.95 (covers six titles in the series).

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
6 teachers, 185 students
Grade levels - 7-9
Portion taught - All

Recommended Placement	7th to 9th grade
Teaching Time	4 to 5 weeks
Suggested Preparation Time	12 hours
Helpful Supplementary Materials	Films: Geronimo Jones, National Educational Films Center, $20 rental; Why Man Creates, available from Pyramid Films, Box 1048, Santa Monica, California; rental price not available. Books: Constructing a Life Philosophy (Opposing Viewpoints Series), Greenhaven Press, Anoka, Minnesota, 1971; Man: A Cross Cultural Approach, available from Educational Resources Inc., Post Office Box 103, South Orange, New Jersey 07079, $163 (see separate evaluation).

I. Description

A. *Comments:* This unit is from a very popular series of titles designed for use in 7th and 8th grade social studies. Each unit is keyed to a particular social science discipline. Man in Culture is based on anthropological concepts.

Focuses: Cultures provide for their members the ways and means of satisfying human needs. Cultures provide a means of passing the knowledge, values, tools, and useful behavior from one generation to the next. All cultures have belief systems that help explain the world and that provide people with values to guide their behavior.

B. *Key concepts:* interdependence, identity, change

C. *Goals and objectives*

1. To have students develop empathy for the many subcultures that exist in the majority culture, and to have students be receptive when looking at the values of a member of the many subcultures in American society.
2. To have minority group students feel a sense in their heritages.

II. Abilities required

A. *Reading level:* 6 - 9

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
maps		X	
inquiry			X
analysis			X
discussion			X
role-playing		X	
value clarification exercises		X	

III. Teachers' comments on motivation

A. Testing teachers felt the material was self-motivating.

B. Pictures in the text can be used as study pictures and are very useful in stimulating class discussion.

IV. Additional comments

Testing teachers felt very differently about the classroom use of this book. Some teachers were laudatory about some of the inquiry lessons, while others reported dismal failures on the same lessons. The most serious complaint about the book has been that "grabbers" are utilized without sufficient follow-up to really ensure student internalization of the main ideas. The books themselves are attractive and well worth examining.

NATIONS IN ACTION
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $2.55; Teacher's guide $2.22

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 30 students
Grade levels - 7, 8
Portion taught - Part, pages 63-153

Recommended Placement	7th and 8th grades
Teaching Time	8 - 12 weeks
Suggested Preparation Time	20 hours
Helpful Supplementary Materials	Films on the wars, revolutions, and intellectual movements of the period.

I. Description

A. *Comments:* Develops various concepts connected with World War I, the Depression, and World War II. The concepts are listed as "controlling ideas" in the student book.

Focus: Recent world history and its trends or patterns. *Subfocuses:* Change is constant and rapid; and war: causes, alternatives, prevention.

B. *Key concepts:* conflict, change

C. *Goals and objectives*

1. To understand that wars don't just happen but have historical causes.
2. To understand why World Wars I and II started.
3. To have students make value judgments about wars.
4. To consider alternatives to war.
5. To think about the future and the possibility of war and its prevention.

II. Abilities required

A. *Reading level:* 7th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
value judgments			X
simulation			X
role-playing		X	
independent projects		X	
readings			X

III. Teachers' comments on motivation

The material was moderately self-motivating but also needed motivating activities by the teacher.

IV. Additional comments

A. This material held high student interest and developed concepts clearly. The teacher's guide contains many good suggested activities for students.

B. Useful as a supplement for the study of World Wars I and II, or as a base for an international relations course.

C. "I feel that this book's weakness is in its attitudes and values. It treats international tensions and relations in a very dry and impersonal way, leaving out the personal element and values considerations."

D. Needs to be supplemented with:

1. a look at war from a more human side -- the suffering and great toll of life.
2. ideas on alternatives to war instead of its inevitability.
3. war prevention, more on the U.N., disarmament treaties, ideas of pacifists, etc.

32111673

OXFAM CASE STUDIES OF DEVELOPING NATIONS

Authors	OXFAM
Publisher	Houghton Mifflin and Company
Availability	Houghton Mifflin and Company Educational Division 110 Tremont Street Boston, Massachusetts 02107
Cost	Six titles, $1.05 each; No teacher's guide.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
5 teachers, 250 students
Grade levels - 7, 8
Portion taught - All

Recommended Placement	7th and 8th grades
Teaching Time	1 - 8 weeks
Suggested Preparation Time	Unestimated
Helpful Supplementary Materials	Maps, current magazine and newspaper articles, materials from Economics Development Council.

I. Description

A. *Comments:* This series has been developed by the Oxford Famine Relief Organization (OXFAM) to build awareness within the English child of the plight and the efforts for self-improvement of people from developing countries. Each title concentrates upon representing individuals from the area who are dealing with and surmounting typical problems indigenous to their nation. With six separate titles, teachers can create different group projects and the possibility of reporting back to the entire class. The separate titles from the series are 1) Botswana (Bechuanaland): This Is a Hungry Year, 2) Ecuador: Learning by Radio, 3) East Pakistan: In the Wake of the Cyclone, 4) Korea: The Aftermath of War, 5) Nigeria: A Boy with Leprosy, and 6) Tibet: Refugees from the Roof of the World.

Focus: Developed, industrialized nations compared to developing, emerging nations. *Subfocuses:* Resources, factors of production, physical environment, hunger and disease, effects of war, culture/tradition, command/market economy, decision-making.

B. *Key concepts:* interdependence and change

C. *Goals and objectives*

1. To understand the interdependence of human beings.
2. To understand and compare developing nations and be aware of their special problems.
3. To become aware of the wide gap in standards of living of industrialized and developing nations.
4. To reduce ethnocentrism.

II. Abilities required

A. *Reading level:* 7th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
discussion			X
inductive processes			X
simulation		X	
role-playing		X	
charts			X
graphs		X	
tables			X
maps			X
making comparisons			X
reference work			X
compile and analyze data			X
reports -- oral and written			X

III. Teachers' comments on motivation

A. Testing teachers found students very turned on by the subject matter. The books are small, full of interesting pictures and easy to read. They focus on individuals within the nation, thereby giving the feeling of a human interest story.

B. Teachers used varying strategies. One made up individual contracts for students to complete. Another used a comparative approach, with students concentrating on one nation, keeping charts, analyzing problems and possible solutions, making "speeches," and doing a lot of reference work. The OXFAM books were used as a supplement.

IV. Additional comments

A. Material has no teacher's guide. Does hold student interest and develop concepts clearly. "The OXFAM material worked well as a 'grabber'; in my comparative studies the students became interested in a developing nation through OXFAM and then went on to in-depth study."

F. Be aware that some editions are American and some British and that there are minor discrepancies.

33111673

PEOPLE OF THE WORLD SERIES -- INDIA, KENYA

Author	Larry Cuban, series editor
Publisher	Scott Foresman
Availability	Scott Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Cost	Student book $1.47; Teacher's guide $1.50

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 160 students
Grade level - 7, 9
Portion taught - Part

Recommended Placement	7th - 9th grade
Teaching Time	1 - 4 weeks
Suggested Preparation Time	The testing teachers varied. Approximately 20 minutes per lesson.
Helpful Supplementary Materials	Maps, especially large wall maps; for India chart of Hindu caste system and diagram of Hindu gods; film: Dr. Leakey and the Dawn of Man (for Kenya), available from National Geographic Series, Films, Inc.

I. Description

A. *Comments:* Other titles in the series are Japan, Mexico, USSR and France. Each title follows the same chapter sequence: 1) The Setting, 2) Workers, 3) Family and Education, 4) Religion, 5) Government, 6) Conflict, 7) Close-ups of People.

Focus: Diverse cultures have arisen in different places as people have attempted to meet their needs and solve their problems. The natural environment affects the culture of a people. Although cultural responses are diverse, there are similarities in basic human activities and aspirations.

B. *Key concept:* interdependence

C. *Goals and objectives*

1. To understand the complexities of another culture, to respect their differences from one's own, and to appreciate their value systems.
2. For students to begin to see African countries as being in the 20th century. That Kenya is not "backward," nor so far away and strange.

II. Abilites required

A. *Reading level:* 8th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
maps			X
charts		X	
tables		X	
graphs		X	
readings			X
inquiry/hypothesizing		X	
discussion			X
group work			X
analysis/comparison			X
role-playing		X	

III. Teachers' comments on motivation

Testing teachers found the materials self-motivating. Excellent illustrations, interesting short reading selections, good activities and good discussion questions suggested in teacher's guide.

IV. Additional comments

A. The material held student interest and developed concepts clearly.

B. Review map skills and geographical locations first. Many students look upon Africa as just one big country.

C. "Very good. Students were very interested in materials."

35111773

SMALL GROUP PROCESSES

Authors	Sociological Resources for the Social Studies (SRSS)
Publisher	Allyn and Bacon, Inc.
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book, packet of 10: $5.91 Teacher's guide, $1.02

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 150 students
Grade levels - 7, 12
Portion taught - All

Recommended Placement	12th grade
Teaching Time	2 - 3 weeks
Suggested Preparation Time	15 - 30 minutes per class period
Helpful Supplementary Materials	None

I. Description

A. *Comments:* Small Group Processes contains several group experiments which measure how group influences affect individual behavior. Student materials consist of five pamphlets, to be handed out one at a time.

The first is the famous Asch experiment where all members of a group, save one, deliberately give wrong answers to what obstensibly appears to be an experiment on perception. The class, observing this experiment, notes the impact of the group's responses upon the single subject. The other three experiments carry on and extend this theme throughout the rest of the unit.

Focus: The individual's behavior in groups. Individuals change when pressures and groups are changed. Groups demand different behavior and people change to meet the demands.

B. *Key concepts:* conflict, change

C. *Goals and objectives:* For students to become aware of the effects of group dynamics on the individual.

II. Abilities required

A. *Reading level:* 10th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
tables		X	
inquiry/hypothesizing			X
discussion			X

III. Teachers' comments on motivation

A. Material was self-motivating and did not require continual motivating activities by the teacher.

B. The classroom experiments were enjoyed. Nothing extra was needed.

IV. Additional comments

A. Materials held student interest, provided excellent teacher guidance, and developed concepts clearly.

B. The teacher booklet was excellent; very clear, complete and detailed. Prepare yourself, before you teach the unit though. There is also a lot of student data-gathering.

C. Concepts were not complicated. Used in a psychology course.

38111873

SOCIAL CHANGE: THE CASE OF RURAL CHINA

Author	David Grossman, Sociological Resources for the Social Studies
Publisher	Allyn and Bacon, Inc.
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $6.30/ten; Teacher's guide $1.02

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 215 students
Grade levels - 7, 9, 12
Portion taught - The teachers varied, some taught all and others taught parts.

Recommended Placement	9th - 12th grade
Teaching Time	three weeks to two months, depending on how used.
Suggested Preparation Time	20 - 30 minutes per day
Helpful Supplementary Materials	Misunderstanding China, film available from CBS News Division, 524 W. 57th Street, New York, N.Y. 10019, rental $50.

I. Description

A. *Comments:* The teacher must constantly focus on the stated goal of this unit, which is to teach about social change, or the students will see the unit only as a study of China per se. The book contains stories told as if by Chinese peasants following the Chinese Revolution, and includes a play and other potential role-playing exercises portraying conflict situations at the village level.

Focus: Social change in an established society. *Subfocuses:* China's particular struggle with change; the roles of family members and institutions. Force and cultural borrowing as change-making factors; planned and unplanned change; resistance and rebellion as possible reactions to change.

B. *Key concept:* change

C. *Goals and objectives*

1. To help students make more objective, detached observation and evaluation of social change so that they can more easily transfer and apply the concept to change taking place closer to home.

2. To help students form their own values by comparing values of other cultures.
3. To help students see that planned change is usually more acceptable than unplanned change.
4. To help students become willing to wrestle with a controversial problem.

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
graphs		X	
charts		X	
tables		X	
maps		X	
inquiry			X
discussion			X
analysis			X
role-playing		X	
inductive process		X	

III. Teachers' comments on motivation

A. Once students got into the readings, they enjoyed them, but the teacher must provide the initial motivation. Use motivators such as media, short readings, Chinatown trips, if feasible, and speakers.

B. Readings are too long for use in a single class period.

IV. Additional comments

A. Considerable outside resources are needed to perk up an otherwise dull-appearing format, though the continuous story line of the book and current interest in China are factors in its favor. Evaluating teachers said they would teach this unit again.

B. Teachers suggest using the materials in a variety of ways and with additional materials. Some would use this book as a part of a unit on China -- rather than use it to teach specifically about social change. "First, I would introduce the material with a general background study of China under the traditional monarchy system, the Civil War of the 30's and the rise of Communism. Second, students should be familiar with the tremendous significance of tradition in Chinese society." Another suggests using contemporary questions such as women's liberation, volunteer army, etc.

C. Guide students to an understanding of the concept of social change.

39111873

EVALUATION FORM

Title of Material

Author(s)

Publisher

Availability (national address)

Cost

Testing Situation

Number of teachers _____ Number of students _____

Grade level _____ Ability level low ___ average ___ high ___

School _____

Portion taught All _____ Part _____
(If part, include chapters or pages.)

Recommended Placement

Teaching Time

Suggested Preparation Time

Helpful Supplementary Materials (Include availability and cost, if possible.)

I. Description

Summarize the material's contents, focus, and the author's approach. For example, American Political Behavior might be described as a study of American politics focusing on political roles. It uses a social scientific approach in conjunction with a series of case studies.

What are the key concepts?

What were the stated (or implied) objectives of the material?

What were your own objectives?

II. Abilities required

Reading level (vocabulary and comprehension): k-12

Skills	None	Moderate	Heavy
Use of:			
charts, graphs, tables			
maps			
readings			
inquiry/hypothesizing			
simulation			
role-playing			
discussion			
others (list)			

III. Motivation

What were the special "grabbers" or techniques used?

Was the material self motivating? Yes _____ No _____

Did it require continual motivating activities? Yes _____ No _____

Comments:

IV. Evaluation

What tools did you use to measure student achievement? Did you develop them yourself or were they part of the curriculum?

V. Further comments

Special do's and don'ts for teachers new to the material.

Did the materials hold student interest? Yes _____ No _____

provide adequate teacher guidance? Yes _____ No _____

develop concepts clearly? Yes _____ No _____

Comments:

A GUIDE TO SELECTED CURRICULUM MATERIALS ON
INTERDEPENDENCE, CONFLICT, AND CHANGE:

Teacher Comments on Classroom Use and Implementation

POWER AND AUTHORITY

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INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

7. The guide is being distributed in six conceptual units -- change, conflict, identity, interdependence, power and authority, values and valuing. Each unit however, contains a listing of all the materials tested and complete indexes including topics/techniques index, and suggested placement of tested materials into semester courses. Items are arranged alphabetically by title. If you are interested in receiving other sections of the bibliography or have comments on materials you've used write the Curriculum Materials Program, Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

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LIST [redacted] UNITS EVALUATED IN ENTIRE PROJECT

American Political Behavior (Ch,P)+
Choices (V)
Conflict, Politics and Freedom (Co,P)
Constructing a Life Philosophy (I,V)
Crimes and Justice (Co,P)
CultureContact* (Ch,Co,ID)
Data on the Human Crisis (Co,ID)
Dealing with Aggressive Behavior (Co,P,I)
Division, Unity and Expansion (Ch,Co)
Earth Island** (ID)
Ecology Controversy (V,ID)
Four World Views (I,ID,Ch)
From Subject to Citizen (Ch,P)
Ghetto* (Co,P,I)
Hiroshima Decision** (P,V)
Images of People (I)
Inquiry Experiences in American History (Ch,Co)
Interaction of Cultures (Ch,ID)
Law: You, the Police and Justice (P)
Liberals and Conservatives (Ch,P,V)
Loyalties: Whose Side Are You On? (P,V)
Making Value Judgments (I,V)
Man: A Course of Study (I,V)
Man: A Cross-Cultural Approach** (ID)
Man in Culture (Ch,I,ID)
Man in His Environment (ID)
Man's Attitudes (I)
Man's Economic World (Co,ID)
Marketplace* (ID)
Mix (V,ID)
Nations in Action (Ch,Co)
OXFAM Case Studies of Developing Nations (Ch,ID)
People and Places (ID)
People of the World (Ch,ID)
Railroad Game* (Co,P)
Simulating Social Conflict (Co)
Small Group Processes (Ch, Co)
Social Change: The Case of Rural China (Ch)
Starpower (Powderhorn)* (P,Co)
Taking a Stand (Co)
Values in Action** (Co,V,P)
Voices for Justice (Co,P)
Youth and the Law (P)

+These letters refer to the conceptual units in which a particular item appears. Ch stands for Change; Co -- Conflict; ID -- Interdependence; I -- Identity; P -- Power and authority; V -- Values and valuing.

*Game
**Multi-Media kit

SUGGESTED PLACEMENT OF MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/LAW

American Political Behavior
Conflict, Politics and Freedom
Crimes and Justice
Ghetto*
Law: You, the Police and Justice
Liberals and Conservatives
Voices for Justice
Youth and the Law

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion
From Subject to Citizen
Hiroshima Decision**
Inquiry Experiences in American History
Railroad Game*

ANTHROPOLOGY

CultureContact*
Interaction of Cultures
Man: A Course of Study
Man in Culture
Mix

ECOLOGY

Earth Island**
Ecology Controversy
Man in His Environment

ECONOMICS

Man's Economic World
Marketplace*

INTERNATIONAL RELATIONS

Nations in Action
OXFAM Case Studies of Developing Nations
Simulating Social Conflict
Social Change: Case of Rural China

PHILOSOPHY/ETHICS

Choices
Constructing a Life Philosophy
Four World Views
Hiroshima Decision**
Liberals and Conservatives
Loyalties: Whose Side Are You On?
Making Value Judgments
Values in Action**

PSYCHOLOGY

Constructing a Life Philosophy
Dealing with Aggressive Behavior
Images of People
Loyalties: Whose Side Are You On?
Man's Attitudes
Small Group Processes
Starpower*

SOCIOLOGY

American Political Behavior
Crimes and Justice
Ghetto*
Images of People
Simulating Social Conflict
Small Group Processes
Social Change: Case of Rural China
Starpower*

WORLD CULTURE/AREA STUDIES/ GEOGRAPHY

CultureContact*
Four World Views
Interaction of Cultures
Man: A Cross-Cultural Approach**
Mix
OXFAM Case Studies of Developing Nations
People and Places
People of the World

WORLD HISTORY

Four World Views
Hiroshima Decision**
Interaction of Cultures
Nations in Action

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TOPICS/TECHNIQUES INDEX

AFRICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Jr)
Data on the Human Crisis (Jr/HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)
Ghetto* (Jr/HS)
Man's Economic World (Jr/HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
Ghetto* (Jr/HS)
Liberals and Conservatives (HS)
Voices for Justice (Jr/HS)

AMERICAN REVOLUTION

From Subject to Citizen (Jr)

ASIA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Jr)

BUSINESS ETHIC, U.S., DEVELOPMENT OF

Division, Unity and Expansion (HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

COLONIAL PERIOD, U.S.

From Subject to Citizen (Jr)

COMMUNICATION PROBLEMS

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Jr/HS)
Dealing with Aggressive Behavior (Jr)
Simulating Social Conflict (HS)

CONSTITUTION, U.S.

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
From Subject to Citizen (Jr)
Voices of Justice (Jr/HS)

CULTURE/CROSS-CULTURAL APPROACH, INTERACTIONS OF CULTURES

CultureContact* (Jr/HS)
Four World Views (Jr/HS)
Interaction of Cultures (Jr/HS)
Man: A Course of Study (Jr)
Man: A Cross-Cultural Approach** (Jr/HS)
Man in Culture (Jr/HS)
Mix (HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
People and Places (Jr)
People of the World Series (Jr/HS)

DATA RESOURCES

Data on the Human Crisis (Jr/HS)

DEPRESSION, U.S. AND WORLD

Nations in Action (Jr)

*Game
**Multi-Media kit

DEVELOPING NATIONS

Data on the Human Crisis (Jr/HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
Mix (HS)
People and Places (Jr)
People of the World (Jr/HS)
Starpower* (Jr/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)
Constructing a Life Philosophy (HS)
Loyalties: Whose Side Are You On? (HS)
Making Value Judgments (Jr/HS)
Values in Action** (Jr)

DISCUSSING PUBLIC ISSUES

Taking a Stand (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION)

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)
Man in His Environment (Jr/HS)

ENGLISH BACKGROUND, U.S. HISTORY

From Subject to Citizen (Jr)

GAMES AND SIMULATIONS

CultureContact* (Jr/HS)
Ghetto* (Jr/HS)
Marketplace* (HS)
Railroad Game* (Jr/HS)
Starpower* (HS) -- Powderhorn (Jr)

GEOGRAPHICAL SKILLS

People and Places (Jr)

GROUP PROBLEM SOLVING

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations (Jr/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Jr/HS)

INDIA

People of the World (Jr/HS)

INDUSTRIALIZATION, U.S., 19th CENTURY

Division, Unity and Expansion (HS)
Railroad Game* (Jr/HS)

INFLUENCE AND USE OF POWER, U.S.

American Political Behavior (HS)
From Subject to Citizen (Jr)

INQUIRY ACTIVITIES/U.S. HISTORY

Division, Unity and Expansion (HS)
Inquiry Experiences in American History (Jr/HS)

INTERNATIONAL SYSTEM

Man's Economic World (Jr/HS)
Nations in Action (Jr)
Starpower* (Jr/HS)

KENYA

People of the World (Jr/HS)

LANGUAGE ARTS

Choices (HS)
Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World (Jr/HS)

LAW, CIVIL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Voices for Justice (Jr/HS)

LAW, CRIMINAL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Crimes and Justice (Jr/HS)
Law: You, the Police and Justice (Jr/HS)
Youth and the Law (Jr/HS)

LIFE CYCLE

Man: A Course of Study (Jr)

LOYALTY

Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)

MAN, NATURE OF

Constructing a Life Philosophy (HS)
Man: A Course of Study (Jr)
Man's Attitudes (Jr/HS)

NATIONALISM

Interaction of Cultures (Jr/HS)
Nations in Action (Jr)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

Hiroshima Decision** (HS)
Simulating Social Conflict (HS)

PERCEPTION

Images of People (HS)
Man's Attitudes (Jr/HS)

POPULATION

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Jr)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Jr/HS)

REVOLUTION

Starpower* (Jr/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Jr/HS)
Inquiry Experiences in American History
Law: You, the Police and Justice (Jr/HS)
Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)
Voices for Justice (Jr/HS)

RULE-MAKING

Starpower* (Jr/HS)
Voices for Justice (Jr/HS)

SOCIAL CLASS

Images of People (HS)
Social Change: Case of Rural China (HS)
Starpower* (Jr/HS)

STEREOTYPES

Images of People (HS)
Man's Attidues (Jr/HS)

URBAN AMERICA

Crimes and Justice (Jr/HS)
Ghetto* (Jr/HS)

WAR/PEACE

Data on the Human Crisis (Jr/HS)
Hiroshima Decision** (HS)
Nations in Action (Jr)
OXFAM Case Studies of Developing Nations (Jr/HS)
Starpower* (Jr/HS)

WORLD WAR I

Nations in Action (Jr/HS)

WORLD WAR II

Hiroshima Decision** (HS)
Nations in Action (Jr/HS)

POWER AND AUTHORITY -- MATERIALS DESCRIBED

Title	Grade Level		
	7-8	9	10-11-12
American Political Behavior			X
Conflict, Politics and Freedom	X	X	X
Crimes and Justice	X	X	
Dealing with Aggressive Behavior	X	X	
From Subject to Citizen	X		
Ghetto*	X	X	X
Hiroshima Decision**	X	X	X
Law: You, the Police and Justice	X		
Liberals and Conservatives		X	X
Loyalties: Whose Side Are You On?	X		
Railroad Game*	X	X	X
Starpower*	X	X	X
Values in Action **	X		
Voices for Justice	X	X	X
Youth and the Law	X		

*Game
**Multi-Media kit

AMERICAN POLITICAL BEHAVIOR - PART II

Authors	Howard Mehlinger and John Patrick
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $2.67 Book II; Teacher's guide $4.20. Accompanying materials, Book II: Tests (duplicating masters) 17.82 Transparencies (24) 23.85 Worksheets (12 lessons on duplicating masters) 5.37 "Influence" simulation (1 set includes TG, participant guides and duplicating master) 6.33 "Bottleneck" and "Ninth Justice" games (both in one package) includes game boards, cards, TG and participant guides 49.50

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 28 students
Grade level - 11
Portion taught - All

Recommended Placement	12th grade
Teaching Time	Each volume requires a semester.
Suggested Preparation Time	Unestimated
Helpful Supplementary Materials	Supplementary materials provided by publisher include worksheets, tests, films, overhead transparencies and simulation games.

I. Description

A. *Comments:* Attempts to move away from the idealized and abstract structural approach of the typical U.S. government course. Instead of cataloging the various institutions and analyzing a few issues which arise from those structures, Mehlinger and Patrick look at government both constitutionally and extra-constitutionally through the actual channels of power (the authors use the term "influence" rather than "power").

Focus: The role and function of official and unofficial political decision-makers. Decision-makers are found in the legislative, administrative, and judicial branches, and also in mass media, political parties, lobbies, etc.

B. *Key concepts:* power and authority, change

C. *Goals and objectives:* Analysis of the real structure and function of the American governmental system. The students should be able to analyze and to function within, or to change, the system.

II. Abilities required

A. *Reading level:* very high, 11th or 12th grade, at least.

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables, maps	X		
inquiry/hypothesizing			X
discussion			X
simulations (not ones provided by the unit)		X	
readings			X

III. Teacher's comments on motivation

A. The material is much more self-motivating than most of the other material available.

B. The text makes good use of pictures.

IV. Additional comments

A. The evaluating teacher would like to teach this material again in part, reporting that some looked good and some not. More evaluation is needed. The material provides adequate teacher guidance and develops concepts clearly. General concepts of decision-maker, role, and rules are used repeatedly, and other concepts are integrated into each lesson.

B. The teacher using this material should be prepared to add information on the structure of American federal and state government, to aid the students in understanding where each decision-maker gets his power and how his power relates to other power figures.

CONFLICT, POLITICS AND FREEDOM

Authors	Charles N. Quigley and Richard P. Longaker
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $1.80; Teacher's guide $2.22 (school prices)

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:

1 teacher, 56 students
Grade level - 8
Portion taught - Part. Pages 1- 60.
Most of Unit I, part of Unit II, none of Unit III.

Recommended Placement	8th - 12th grades
Teaching Time	6 to 8 weeks
Suggested Preparation Time	10 hours
Helpful Supplementary Materials	Due Process of Law Denied, available from Audio-Visual Center, Indiana University, Bloomington, Indiana, rental $7.25.

I. Description

A. *Comments:* Rather than treating them abstractly, introduces the basic principles of democratic government in a way that helps students to experience those principles at work. Unit I relates to students' own experience, as it teaches various forms of government; Unit II relies mostly on historical case studies to teach the functions of conflict.

Focus: The underlying principles of the U.S. Government, how they operate, and how they affect U.S. citizens and leaders. The functioning of the U.S. political system. *Subfocuses:* Conflict: its institutionalization, functions, inevitability, sources, limits, resolution. Functions of governmental institutions. Differences between authoritarian and democratic political systems.

B. *Key concepts:* conflict, power and authority

C. *Goals and objectives*

1. To gain understanding of and appreciation for constitutional government.
2. To gain fundamental understanding of the role and necessity of conflict in a free society.
3. To be able to make rational decisions on public issues and to be interested in being involved in governmental process.
4. To be able to differentiate authoritarian and democratic behaviors.

II. Abilities required

A. *Reading level:* 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
inquiry/hypothesizing			X
role-playing			X
discussion			X
inductive process			X
simulation		X	

III. Teacher's comments on motivation

A. The testing teacher found this material to be self-motivating and not requiring continual motivating activities by the teacher.

B. Unit I "grabbers": The readings themselves contained funny names and humorous statements which intrigued many (especially the poorer readers) and turned off a few.

C. As long as the teacher is able to be accepting of student responses that are divergent at times, self-motivation seems high.

IV. Additional comments

Supplement the readings and discussion with films and simulations. Choose carefully the questions on which to focus. A great many are provided, but students tire of too many chores in relation to each reading.

CRIMES AND JUSTICE
(Justice in Urban America Series)

Author	Robert H. Ratcliffe
Publisher	Houghton Mifflin Company
Availability	Houghton Mifflin Company Educational Division 110 Tremont Street Boston, Massachusetts 02107
Cost	Student book $1.20; Teacher's guide $1.35

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 400 students
Grade level - 7-10
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	3 weeks - 9 weeks
Suggested Preparation Time	10 - 20 hours, approximately 30 minutes each day.
Helpful Supplementary Materials	Periodicals, newspapers, data on crime rates, the Penal Code, speakers, films

I. Description

A. *Comments:* This unit attempts to take the student through the processes and procedures of American criminal law. Readings are interspersed with short case studies or vignettes.

Focus: What constitutes a crime and what is the legal process.
Subfocuses: Individual rights and responsibilities, fair trial, impartial judge and jury, misdemeanor and felony, capital and other punishment, Supreme Court decisions, prison, parole, probation, crime prevention.

B. *Key concepts:* power and authority, and conflict

C. *Goals and objectives*
1. To understand the nature and seriousness of crimes and to investigate the legal process for handling offenders.
2. To evaluate ways of discouraging crime and of understanding better those who might commit crimes. To appreciate their constitutional rights.
3. To understand our justice system is constantly being re-interpreted in order to stay relevant.

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
tables		X	
graphs		X	
inquiry		X	
discussion			X
drawing conclusions			X
inductive processes			X
role-playing		X	
debate		X	

III. Teachers' comments on motivation

The material was not self-motivating and required supplemental activities developed by the teacher.

IV. Additional comments

Testing teachers felt that if a teacher were to rely solely on this material, it would not be too successful in maintaining class interest. However, if a teacher were to add "grabber" activities, the book should serve as an excellent information base. There is only one teacher's guide to the series, and this guide is generally not too helpful in suggesting extra or alternative activities. The last part of the book is rather inadequate in dealing with "America's crime problem."

DEALING WITH AGGRESSIVE BEHAVIOR

Authors	Cooperative effort of Lakewood City Public Schools System, Educational Research Council of America, and Ohio State Department of Education
Publisher	Educational Research Council of America
Availability	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
Cost	Student book 85¢; Teacher's guide $2.55

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
7 teachers, 470 students
Grade levels - 7-10
Portion taught - The evaluating teachers varied.

Recommended Placement	7th - 9th grades
Suggested Preparation Time	Unestimated. Much time spent finding supplementary readings and materials.
Helpful Supplementary Materials	Growing Up Strong, Contact Series, Scholastic Book Services; Eye of the Beholder, film available from Stuart Reynolds, 9465 Wilshire Blvd., Beverly Hills, California 90202; Generation Gap, game from Western Publishing Co., Inc., 850 Third Ave., NY, NY 10022, $15.

I. Description

A. *Comments:* Valuable for teaching about the variety of potential human aggressive behaviors, their relationship with the satisfaction of human needs, and some alternatives people can use in solving frustrating situations. The five sections in the book are 1) a Profile of Behavior and Aggression, 2) Youth in Confrontation, 3) Vandalism, 4) Protest, and 5) Why Violence.

Focus: Understanding human needs, feelings, frustrations and ways to direct behavior away from negative aggressive action toward positive, constructive action. *Subfocuses:* Aggressive behavior is universal. Frustrations are also universal and often lead to negative displays of aggressive behavior. Many methods people use to reduce frustrations merely hide the problems. Some solutions to frustrations bring immediate relief but have negative long-range effects. There are a variety of ways to deal with frustration.

B. *Key concepts:* conflict, identity, power and authority

C. *Goals and objectives*
1. That students would learn about:
   a. human needs and ways people satisfy them
   b. aggressive behaviors people use to face problems
   c. ways of dealing with their own frustrations
2. That a student would:
   a. understand himself and develop self respect
   b. understand his friends and be a good friend

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
role-playing			X
charts			X
readings			X
inquiry			X
simulation		X	
class and small group discussion			X
inductive process			X

III. Teachers' comments on motivation

A. Role-playing exercises were very successful. Group work and class discussions were more successful than individual exercises.

B. There was a great deal of interest in the songs presented for interpretation and discussion. Discovery of one's own self and feelings was the number one "grabber" throughout the units.

C. "I found using the short stories as a means of introducing the basic concepts rather than as a follow-up was extremely valuable for students easily bored with theoretical discussions."

IV. Additional comments

A. The materials held student interest, provided adequate teacher guidance and developed concepts clearly.

B. ". . . requires complete and active participation by the teacher. Major concepts should be reinforced constantly. I found I spent a bit too much time on projects and busy work (the student workbook is full of it) and left not enough time for the last part of the unit."

C. Since all five sections of it cannot be taught during the same year, thought needs to be given to the sequencing and grade level placement if this is to be adopted throughout a district. Sections I and II might be taught in the 7th grade, III and IV in 8th grade, and V in 9th grade.

FROM SUBJECT TO CITIZEN

Authors	Education Development Center
Publisher	Denoyer-Geppert
Availability	Denoyer-Geppert 5235 Ravenswood Avenue Chicago, Illinois 60640
Cost	Unit III $1.80; Unit IV $1.90; Unit V $2.45. Separate teacher's guide for each unit $2.50 each.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 370 students
Grade level - 8
Portion taught - Part. Emergence of the American; We the People, first half, pp. 7-31; Making of the American Revolution

Recommended Placement	8th grade or above
Teaching Time	5 to 7 weeks for each unit
Suggested Preparation Time	approximately an hour daily
Helpful Supplementary Materials	Films on the Pilgrims, life in colonial America, and the depression. Try to find supplementary materials available on the problems faced by very early colonists in terms of power structures or division of the land.

I. Description

A. *Comments:* This course approaches U.S. history with a focus on the evolutionary growth of power for the individual from the time of being subject to the King to the time of being citizen in the Federal Constitution. Many "grabbers" are incorporated, such as role-playing a town meeting or simulating early trade in the Empire Game.

Focus: Pertains to the development of the American nation and the history of Anglo-American political development. Emphasis on the uniqueness of the American experience. *Subfocuses:* How a group of people adapts and survives in an unfamiliar environment. The necessity of laws and rules of an unorganized society. Methods and escalation of protest in an unfavorable environment.

B. *Key concepts:* power and authority, change

C. *Goals and objectives*

1. To help students think historically and politically about the origins and the nature of their own political system.
2. To examine incentives for settling a new world, how the disaffected in a society find a voice, why coercion is applied by a state against a subordinate group within it, the nature of development of democracy, and the necessity of alternative behaviors.
3. To show that history is an interpretation of the past which students, too, are capable of interpreting intelligently.

II. Abilities required

A. *Reading level:* 9th - 12th grade; too difficult for the average 8th grader.

B. *Skills*

Use of	None	Moderate	Heavy
charts and graphs		X	
tables and maps		X	
inquiry			X
art		X	
role-playing		X	
simulation		X	
discussions (small, large, panel)			X
inductive processes			X
readings			X
activity sheets and exercises			X
vocabulary			X
interpretation and analysis			X

III. Teachers' comments on motivation

A. The material is somewhat self-motivating, but the readings can become tedious. Try to break up the readings with active exercises.

B. In some sections (first part of the Emergence of the American, Part 3, for example), the teacher must do a great deal of filling in and explaining.

IV. Additional comments

A. The materials maintained high student interest, provided adequate teacher guidance, and developed concepts clearly. When they teach the unit again they would provide more background resources and role-play and listening activities. They also suggest allowing time between units for break.

B. Introduce new concepts and continually reinforce materials previously covered. I see this unit as a continuum, each part is very important to the series.

C. "I would try this unit again at the beginning of the year to allow more time. Beautiful for a complete comprehension of the development of American democracy."

GHETTO

Author	Dove Toll
Publisher	Academic Games Associates
Availability	Academic Games Associates Western Publishing Company School and Library Department 850 Third Avenue New York, New York 10022
Cost	$20

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 20 students
Grade level - 9
Portion taught - All

Recommended Placement	9th grade
Teaching Time	3 to 5 days
Suggested Preparation Time	Approximately 1 hour
Helpful Supplementary Materials	None

I. Description

A. *Comments:* Each player in Ghetto is a poor person in a poor neighborhood trying to improve his life situation. This simulation attempts to have students develop empathy for individuals actually caught up in a ghetto. Some of the urban components built into the game are slum schools, rewards and risks of illegal activities, and family responsibilities.

Focus: Aspects of life in an urban ghetto, poverty, and the resulting pressures and tolls on human life.

B. *Key concepts:* power and authority, conflict, self-identity

C. *Goals and objectives:* To give student a vicarious experience of some of the pressures of life in the underprivileged areas of the inner city: economic and family responsibilities; slum schools; rewards and risks of illegal activities; and the interaction between the individual and his neighborhood.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
role playing			X
simulation			X
discussion			X

III. Teachers' comments on motivation

A. Self-motivating

B. Competition is central.

IV. Additional comments

A. Testing teachers reported that students did not explore one possibility inherent in the game, and that is a bootstrap operation to improve the neighborhood. This would benefit all game participants. Another problem is that the basic design of the game is for only 10 roles. The teacher is forced to double up on roles, or run two or three games simultaneously. Very high student interest has been reported by testing teachers.

B. Teachers would use this material again, possibly adding more options to make it more interesting and truer to life.

C. "Be sure rules are clear to students. One trial run worked great."

HIROSHIMA DECISION

Author	----
Publisher	Zenger Productions, Inc.
Availability	Social Studies School Services 10,000 Culver Blvd. Culver City, California 90230
Cost	order #ZP114R $17.50, one filmstrip, one record, 10 photo-aids, and teacher's guide; $18.50 with cassette.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 30 students
Grade level - 7, 8
Portion taught - All

Recommended Placement	7th - 12th grades
Teaching Time	2 days
Suggested Preparation Time	one hour to view materials and plan strategies
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This 25 minute filmstrip presents the controversy about whether the U.S. should have dropped atomic bombs on Hiroshima and Nagasaki. It offers several viable alternatives concerning the use of the bomb and the possible consequences of each action. The study kit appears to be unbiased and open-ended and leaves the controversy open for student discussion.

Focus: Should the U.S. have dropped the atom bomb? *Subfocuses:* Decision-making processes in government

B. *Key concepts:* values and valuing process, power and authority

C. *Goals and objectives*
1. To guide students to question and think critically about the action of dropping the atom bomb.
2. To guide students to think about alternatives, when facing crises.

II. Abilities required

A. *Reading level:* 7th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
facts to make value judgments			X
hypothesizing			X
discussion			X

III. Teachers' comments on motivation

A. The material is self-motivating.

B. "The filmstrip is interesting and provocative but somewhat too long and drawn out. The parts during the second half where many opinions are quoted as to whether or not the bomb should have been dropped are too dry."

IV. Additional comments

A. The evaluating teachers would use this material again.

B. Plan for ample discussion time. The filmstrip raises some important questions that should be developed and discussed.

LAW: YOU, THE POLICE AND JUSTICE

Author (Editor)	Dr. William Goodykoontz
Publisher	Scholastic Book Services
Availability	Scholastic Book Services 50 West 44th Street New York, N.Y. 10036
Cost	Student book $1.50; Teacher's guide $3; Student logbook 30¢; Record $5.25; Posters: set of 8, $3.75.

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
6 teachers, 580 students
Grade level - 7-10
Portion taught - All

Recommended Placement	7th and 8th grades, especially with students of low reading ability, but not limited to them.
Suggested Preparation Time	Although the material could be self-teaching, the evaluating teachers spent many hours in preparation.
Helpful Supplementary Materials	magazine and newspaper articles, Liberty Under the Law, AEP unit 40¢; The U.S. Constitution, You and the Law, filmstrip kit available from Guidance Associates, Pleasantville, N.Y. 10570, $35; Learning Magazine, March 1972 issue.

I. Description

A. *Comments:* This is a unit on law, rights and responsibilities, the court system, and the changing nature of human law.

Focus: law and enforcement in society *Subfocuses:* the court system, rights and responsibilities of citizens, "higher law," protection, punishment, human error.

B. *Key concept:* power and authority

C. *Goals and objectives*

1. To give students a positive and more sophisticated understanding of the law and its workings.
2. To introduce the concept of law as a changing idea, to help students think about different attitudes towards law, and to generate interest in finding out how law enforcement operates and how rights may be protected by the law.

3. To acquaint students with their rights and duties. To get students to consider the alternative behaviors they could use when confronted by authority and the law.

II. Abilities required

A. *Reading level:* 4th - 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts	X		
graphs	X		
tables	X		
maps	X		
inquiry/hypothesizing			X
discussion			X
role playing			X
simulation			X
analysis			X

III. Teachers' comments on motivation

Nearly all of the exercises were self-motivating. "It was the first book I have ever used with the class that they really looked forward to using."

IV. Additional comments

A. The materials maintained interest from 7th to 10th grade as well or better than most other materials used by these teachers. It provided a sound framework for both individualized classes and ones taught as a group. It helped students to relate questions of law and authority directly to their own lives. It was especially useful to students who had already had unpleasant encounters with the law and police.

B. Precede the unit with activities showing what society is like without law or authority and/or with information on the Constitution as a basis for local law.

LIBERALS AND CONSERVATIVES
(Opposing Viewpoints Series)

Authors	David L. Bender and Gary McCuen, editors
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Books $1.65 each "Map" games $ .95 each

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 370 students
Grade level - 7
Portion taught - Part

Recommended Placement	9th - 12th grades
Teaching Time	2 - 4 weeks
Suggested Preparation Time	approximately one-half hour before each class session
Helpful Supplementary Materials	newspaper and magazines

I. Description

A. *Comments:* The book contains readings that represent a range of opinion on the subject. A "map" is a novel part of the materials and very useful if the teacher wants students to practice group problem-solving. The particular "map" that accompanies Liberals and Conservatives contains 4 group activities, all based upon students Planning Tomorrow's Society.

Focus: Opinions on public issues differ.

Subfocuses: Radical, liberal, conservative, reactionary: one label seldom fits one person for all issues.

B. *Key concepts:* Values and valuing process, change, power and authority

C. *Goals and objectives*
1. To enable students to understand labels and to recognize that certain labels represent certain points of view.

2. To enable students to realize what radical, liberal, conservative, and reactionary mean, and to apply these terms to selected readings.
3. To enable students to be slow in making value judgments on points of view, and to distinguish between fact and opinion.
4. To enable students to express their own points of view.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading		X	
charts		X	
graphs	X		
tables		X	
maps	X		
discussion			X
analysis		X	
inquiry		X	

III. Teacher's comments on motivation

A. The book needed constant motivating activities by the teacher, but the future planning games were highly self-motivating.

B. Use more supplementary resources, filmstrips, etc. Build up a collection of good examples of different points of view.

IV. Additional comments

A. The evaluating teacher would teach parts of this unit again.

B. Don't assign students just to read the material. That is too hard for 7th graders. The material is better used as a framework for definitions and certain examples.

LOYALTIES: WHOSE SIDE ARE YOU?

Author	Contact Series
Publisher	Scholastic Book Services
Availability	Scholastic Book Services 50 West 44th St. New York, N.Y. 10036
Cost	Student book $1.50; Teacher's guide $3 Logbook 30¢

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 130 students
Grade level - 7,8
Portion taught - All

Recommended Placement	7th grade
Teaching Time	4 weeks
Suggested Preparation Time	Two hours or so at the beginning of the unit and 15-30 minutes daily thereafter.
Helpful Supplementary Materials	The Hat -- Is This War Necessary?, produced by the Institute for World Order, distributed by McGraw-Hill Films, rental $24; Is It Always Right to be Right?, film available from Stephen Bosustow Productions, 1649 11th St., Santa Monica, Calif. 90404, rental $15. Teacher needs to make a few dittoes of logbook activities. Students need a folder or composition book to write logbook so as not to use the disposables.

I. Description

A. *Comments:* Loyalties deals with problems, issues, and values questions. The book investigates the intrinsic nature of loyalty and then considers the particular problems of loyalties to family, to friends, to ethnic group, and finally to country. The reading level is low (4th to 6th) but the tone is not condescending. For teachers who use role-playing, there are many situations presented that lend themselves to that.

Focus: Loyalties are important to our lives and to our society, are expressed in various ways, and are sometimes in conflict with each other.

B. *Key concepts:* power and authority, values and valuing process

C. *Goals and objectives*

1. To increase students' understanding of their own and others' loyalties in order to help them develop a sense of empathy with others.
2. To encourage students to express their feelings, improve their ability to communicate their ideas, and learn to think critically.

II. Abilities required

A. *Reading level:* 4th - 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
problem solving			X
decision making			X
inquiry			X
hypothesizing			X
reading		X	
discussion			X
group work			X
dramatics			X
written work		X	

III. Teachers' comments on motivation

A. This material was self-motivating, and the students responded to almost all the readings and activities.

B. The idea of using the logbook as an ungraded project, one where students could express their opinions freely without being judged, worked very well.

IV. Additional comments

A. The evaluating teachers would teach all of the unit again and would again follow the unit lesson plans and suggestions. They felt these were detailed and well thought out.

B. The material is clear in its concepts, provides adequate teacher guidance, and holds high level of student interest.

C. Do try the introductory and optional activities suggested.

RAILROAD GAME

Authors	Harvard Social Studies Project
Publisher	American Education Publications Education Center Columbus, Ohio 43216
Availability	The simulation Railroad Game is available within the AEP booklet The Railroad Era.
Cost	40¢ per student copy. Teacher's guide, Cases and Controversy, available upon request from AEP.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 30 students
Grade levels - 7, 8
Portion taught - All

Recommended Placement	8th grade - 11th grade
Teaching Time	2 - 3 days
Suggested Preparation Time	1/2 hour
Helpful Supplementary Materials	score sheets, bid sheets, instructions

I. Description

A. *Comments:* Shows why trusts emerged in the last half of the 19th century and also demonstrates the danger of the existence of monopoly power without regulation.

This simulation is found on pages 21-22 of The Railroad Era booklet. To play the game and run off the needed forms, you not only need this booklet but also the Cases and Controversy guide.

This is one of the few simulations where the teacher plays a major role, that of the Mine Owner, who uses monopoly power upon the students, who are organized into four railroad teams.

Focus: Using cooperation to deal with monopoly power. *Subfocuses:* Analysis of the function of government regarding control of monopoly. An effective way to deal with power is to counter it with an equal force.

B. *Key concepts:* conflict, power and authority

C. *Goals and objectives*

1. To learn to deal with power (a monopoly).
2. To cooperate with others (peer groups, i.e. other railroads).
3. To change the way students think and feel about power and cooperation.

II. Abilities required

A. *Reading level:* 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
hypothesizing			X
simulation			X
role-playing		X	
charts			X
tables			X
inquiry		X	
discussion		X	
analysis		X	

III. Teacher's comments on motivation

A. Teacher should personally challenge the class.

B. Students can be led to make secret deals.

IV. Additional comments

Teachers should use the simulation only if they are willing to play an active, participatory role. The teacher should get involved, help railroads organize, check score sheets often, and keep all railroads in business to the very end.

Most students enjoyed the activity, . . . although very few really understood even at the end how to deal effectively with a monopoly or with each other.

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STARPOWER (POWDERHORN)

Author	----
Publisher	Simile II
Availability	Simile II Post Office Box 1023 La Jolla, California 92037
Cost	Starpower, $3 for directions to make your own kit; $25 for an 18-35 student kit. Powderhorn, $12.50 for complete game.

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
5 teachers, 300 students
Grade levels - 7-12
Portion taught - All

Recommended Placement	Powderhorn, 7th - 8th grade; Starpower, 9th - 12th
Teaching Time	3 - 5 class periods
Suggested Preparation Time	1 - 2 hours
Helpful Supplementary Materials	None, unless using the do-it-yourself kit.

I. Description

A. *Comments:* Starpower is the classic simulation game. It puts students into a three-tiered society where the rich "get" and the poor "don't." The rich have power to make rules and then the poor have to decide what they will do. Powderhorn is the junior version of Starpower and simplifies the wealth counting procedure. The de-briefing is a vital part of the procedure; students need to talk out and act out feelings engendered by this game.

Focus: Power and authority *Subfocuses:* social classes' struggles, social pressure toward revolution, frustration and helplessness of "have-not" people.

B. *Key concepts:* conflict, power and authority

C. *Goals and objectives*

1. To give students a better idea of the dynamic of class divisions in any society. To understand why people gain power and what they sometimes do with it. To understand the psychology of a revolutionary in an oppressive situation.

2. To have students feel the utter helplessness, frustration, rage, and other personal reactions that Starpower brings out.

II. Abilities required

A. *Reading level:* None required

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
readings	X		
maps	X		
discussion			X
role-playing			X
simulation			X
inductive processes			X
inquiry/hypothesizing			X

III. Teachers' comments on motivation

High student interest. Game is self-motivating.

IV. Additional comments

A. The game holds high student interest, provides adequate teacher guidance, and develops concepts clearly.

B. "I found that distribution of symbols and chips, a trading session, posting of scores and a bonus session will easily eat up a 45-minute period. I ran the game for 3 consecutive days and spent the 4th day in de-briefing.

C. Don't let students know you are "stacking" the chips. Don't let students sit during trading periods.

VALUES IN ACTION

Authors	Shaftel and Shaftel
Publisher	Holt, Rinehart and Winston, Inc.
Availability	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, N.Y. 10017
Cost	Kit $99 (which includes filmstrips $6 each and Teacher's guide $1.02)

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 60 students
Grade level - 7
Portion taught - All

Recommended Placement	7th grade
Teaching Time	Two weeks (if done in one block of time, which is not recommended)
Suggested Preparation Time	About one hour before introducing the unit. 15-30 minutes before each lesson thereafter.
Helpful Supplementary Materials	None needed.

I. Description

A. *Comments:* This filmstrip kit provides open-ended dilemma situations for students to discuss, or role-play and then discuss. The teacher's guide gives particular support to the role-playing process. The testing teacher indicated that the dilemmas were very appropriate for 7th grade students. The rationale for this approach to value clarification is that by role-playing, several alternative behaviors become identified with the possible consequences following. This allows students to test behaviors and values in a relatively safe psychological climate.

Focus: values, related to conflict situations, loyalty, honesty, respect for people, property.

B. *Key concepts:* values and valuing process, conflict, power and authority

C. *Goals and objectives*

1. The development of positive social values through the examination of alternative ways of behaving in specific social situations.
2. Opportunity to explore various short-term consequences resulting from behavior chosen.

3. To encourage the students to develop specific values and use these in determining their own behavior.

II. Abilities required

A. *Reading level:* None

B. *Skills*

Use of	None	Moderate	Heavy
inquiry/hypothesizing			X
discussion			X
role-playing			X
written work		X	

III. Teacher's comments on motivation

A. Material is self-motivating and does not require continual motivating activities by the teacher.

B. The teacher's manual suggests questions to present and discuss before each filmstrip situation is presented. These worked well in getting students interested and involved.

C. The open-ended filmstrips were at times frustrating for the students, but this allowed them to discuss alternatives which were not the "school" ending, or the expected proper behavior.

IV. Additional comments

A. Material held high student interest, provided adequate teacher guidance, and developed concepts clearly.

B. Introduce role-playing before beginning the filmstrips.

C. Use the material over a fairly long period of time rather than all at once.

D. The filmstrips could be used in conjunction with written case studies which involve decision-making and conflicting values.

VOICES FOR JUSTICE

Authors	Charles N. Quigley and Richard P. Longaker
Publisher	Ginn and Company
Availability	Ginn and Company Xerox Education Group 191 Spring Street Lexington, Massachusetts 02173
Cost	Student book $1.71; Teacher's guide $2.10

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 30 students
Grade level - 12
Portion taught - Part, pp. 1-12, 23-34, 59-67

Recommended Placement	8th - 12th grade
Teaching Time	Four weeks or less
Suggested Preparation Time	1/2 hour per section
Helpful Supplementary Materials	Supplemental information for each unit is needed to facilitate a more meaningful role-playing exercise.

I. Description

A. *Comments:* This unit, prepared by the "Law in a Free Society Project," uses landmark case studies to examine the complexities of the decision-making process, and includes a variety of possible approaches to conflict situations.

Focus: Role-playing in democratic procedures *Subfocuses:* Complexities of the decision-making process; variety of possible approaches to conflict situations.

B. *Key concepts:* power and authority, conflict

C. *Goals and objectives*

1. To widen students' appreciation for the rights, wants, and values of others.
2. Better to acquaint students with the complexities of the decision-making process.
3. To help students explore various approaches to conflict situations.

4. To seek a higher level of participation by students in group activities and discussions.

II. Abilities required

A. *Reading level:* 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs	X		
tables	X		
maps	X		
inquiry			X
hypothesizing			X
discussion			X
role-playing			X
research		X	

III. Teacher's comments on motivation

A. Students were most interested in the contemporary issues, as in Storm King Mountain (Case 3) but felt "Ferrell vs. Dallas Independent School District" (Case 1) was a little out-dated. Choose cases of current interest to students.

B. Each case can be taught separately. Though the cases lend themselves well to role-playing, supplemental information for each unit is needed to facilitate a more meaningful role-playing exercise. The reading level is about eighth grade, but the book holds twelfth graders' interest well, if used selectively.

IV. Additional comments

A. The evaluating teacher felt that the material had a high level of student interest, provided adequate teacher guidance, and developed concepts clearly, if sometimes too simply.

B. The teacher would use the material in parts again, converting some of the sections to research projects when supplemental information is needed.

YOUTH AND THE LAW
(Justice in Urban America Series)

Authors	M. Cherif Bassiouni and Sister Thecla Shiel
Publisher	Houghton Mifflin
Availability	Houghton Mifflin Educational Division 110 Tremont Street Boston, Massachusetts 02107
Cost	Student book $1.20; Teacher's guide $1.35

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 182 students
Grade levels - 7, 8, 12
Portion taught - Varied

Recommended Placement	7th - 8th grade
Teaching Time	4 weeks
Suggested Preparation Time	Half hour preparation before each class. Make this a "special" unit by organizing many supplementary activities, court trials, trips to court, speakers, etc.
Helpful Supplementary Materials	You, the Police and Justice, Scholastic Book Services (see separate evaluation); daily newspaper; Ox Bow Incident film and/or book; the Bill of Rights.

I. Description

A. *Comments:* The series focuses on topics of private law, stressing how the law really works in everyday life, as well as how it can be made to work. Made up of individual units, or books, that provide the student with essential information about a topic and encourage him to grapple with alternatives and possible resolutions of issues. In Youth and the Law, he considers the role of young people in the family and in the community, and probes the nature and growth of delinquency and the function of the juvenile court system.

Focus: Teenagers' relation to society *Subfocuses:* Rights and responsibilities, roles, conflict and conflict resolution, decision-making.

B. *Key concepts:* power and authority

C. *Goals and objectives*

1. To explain the problems and responsibilities of youth.
2. To give young adolescents a better understanding of law in the American society, particularly as it relates to them.
3. To provide an opportunity to practice the democratic process within class.
4. To apprise students of their rights and familiarize them with the law as protector as well as punisher.
5. To help students evaluate the role of young people in the family and community.

II. Abilities required

A. *Reading level:* 6th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
discussion			X
role-playing			X
simulation		X	
charts		X	
maps	X		
graphs			X
tables			X
problem-solving			X
inquiry	X		

III. Teachers' comments on motivation

A. The material is self-motivating and does not require continual motivating activities by the teacher.

B. Grabbers: case studies, newspaper articles, field trip to court, films and filmstrips, speakers: policeman or highway patrolman.

IV. Additional comments

A. The evaluating teachers would use this material again. It held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. Excellent materials. Perhaps the best result was the change of attitude in students toward social studies.

C. For intermediate school, use school problems to engage interest. After discussing school/community problems, then expand to material at national and international levels that relate to the concepts stressed.

D. Build on the unit for more depth and to develop other concepts that tend to help kids understand how government works -- and how they can work for the things they want within the system.

EVALUATION FORM

Title of Material

Author(s)

Publisher

Availability (national address)

Cost

Testing Situation

Number of teachers _____ Number of students _____

Grade level _____ Ability level low ___ average ___ high ___

School _____

Portion taught All _____ Part _____
(If part, include chapters or pages.)

Recommended Placement

Teaching Time

Suggested Preparation Time

Helpful Supplementary Materials (Include availability and cost, if possible.)

I. Description

Summarize the material's contents, focus, and the author's approach. For example, American Political Behavior might be described as a study of American politics focusing on political roles. It uses a social scientific approach in conjunction with a series of case studies.

What are the key concepts?

What were the stated (or implied) objectives of the material?

What were your own objectives?

II. Abilities required

Reading level (vocabulary and comprehension): k-12

Skills	None	Moderate	Heavy
Use of:			
charts, graphs, tables			
maps			
readings			
inquiry/hypothesizing			
simulation			
role-playing			
discussion			
others (list)			

III. Motivation

What were the special "grabbers" or techniques used?

Was the material self motivating? Yes _____ No _____

Did it require continual motivating activities? Yes _____ No _____

Comments:

IV. Evaluation

What tools did you use to measure student achievement? Did you develop them yourself or were they part of the curriculum?

V. Further comments

Special do's and don'ts for teachers new to the material.

Did the materials hold student interest? Yes _____ No _____

provide adequate teacher guidance? Yes _____ No _____

develop concepts clearly? Yes _____ No _____

Comments:

A GUIDE TO SELECTED CURRICULUM MATERIALS ON
INTERDEPENDENCE, CONFLICT, AND CHANGE:

Teacher Comments on Classroom Use and Implementation

IDENTITY

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INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

7. The guide is being distributed in six conceptual units -- change, conflict, identity, interdependence, power and authority, values and valuing. Each unit however, contains a listing of all the materials tested and complete indexes including topics/techniques index, and suggested placement of tested materials into semester courses. Items are arranged alphabetically by title. If you are interested in receiving other sections of the bibliography or have comments on materials you've used write the Curriculum Materials Program, Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

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Ernest Spencer
Ken Stierna
Barbara Stromberg
Marv Tauber
Grace Townley
Sharon Vogt
Carl von Rohr
Ruby Wilhite
Barbara Williams
Jackie Woodruff
Rita Zwerdling

LIST OF UNITS EVALUATED IN ENTIRE PROJECT

American Political Behavior (Ch,P)[+]
Choices (V)
Conflict, Politics and Freedom (Co,P)
Constructing a Life Philosophy (I,V)
Crimes and Justice (Co,P)
CultureContact* (Ch,Co,ID)
Data on the Human Crisis (Co,ID)
Dealing with Aggressive Behavior (Co,P,I)
Division, Unity and Expansion (Ch,Co)
Earth Island** (ID)
Ecology Controversy (V,ID)
Four World Views (I,ID,Ch)
From Subject to Citizen (Ch,P)
Ghetto* (Co,P,I)
Hiroshima Decision** (P,V)
Images of People (I)
Inquiry Experiences in American History (Ch,Co)
Interaction of Cultures (Ch,ID)
Law: You, the Police and Justice (P)
Liberals and Conservatives (Ch,P,V)
Loyalties: Whose Side Are You On? (P,V)
Making Value Judgments (I,V)
Man: A Course of Study (I,V)
Man: A Cross-Cultural Approach** (ID)
Man in Culture (Ch,I,ID)
Man in His Environment (ID)
Man's Attitudes (I)
Man's Economic World (Co,ID)
Marketplace* (ID)
Mix (V,ID)
Nations in Action (Ch,Co)
OXFAM Case Studies of Developing Nations (Ch,ID)
People and Places (ID)
People of the World (Ch,ID)
Railroad Game* (Co,P)
Simulating Social Conflict (Co)
Small Group Processes (Ch, Co)
Social Change: The Case of Rural China (Ch)
Starpower (Powderhorn)* (P,Co)
Taking a Stand (Co)
Values in Action** (Co,V,P)
Voices for Justice (Co,P)
Youth and the Law (P)

[+]These letters refer to the conceptual units in which a particular item appears. Ch stands for Change; Co -- Conflict; ID -- Interdependence; I -- Identity; P -- Power and authority; V -- Values and valuing.

*Game
**Multi-Media kit

SUGGESTED PLACEMENT OF MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/LAW

American Political Behavior
Conflict, Politics and Freedom
Crimes and Justice
Ghetto*
Law: You, the Police and Justice
Liberals and Conservatives
Voices for Justice
Youth and the Law

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion
From Subject to Citizen
Hiroshima Decision**
Inquiry Experiences in American History
Railroad Game*

ANTHROPOLOGY

CultureContact*
Interaction of Cultures
Man: A Course of Study
Man in Culture
Mix

ECOLOGY

Earth Island**
Ecology Controversy
Man in His Environment

ECONOMICS

Man's Economic World
Marketplace*

INTERNATIONAL RELATIONS

Nations in Action
OXFAM Case Studies of Developing Nations
Simulating Social Conflict
Social Change: Case of Rural China

PHILOSOPHY/ETHICS

Choices
Constructing a Life Philosophy
Four World Views
Hiroshima Decision**
Liberals and Conservatives
Loyalties: Whose Side Are You On?
Making Value Judgments
Values in Action**

PSYCHOLOGY

Constructing a Life Philosophy
Dealing with Aggressive Behavior
Images of People
Loyalties: Whose Side Are You On?
Man's Attitudes
Small Group Processes
Starpower*

SOCIOLOGY

American Political Behavior
Crimes and Justice
Ghetto*
Images of People
Simulating Social Conflict
Small Group Processes
Social Change: Case of Rural China
Starpower*

WORLD CULTURE/AREA STUDIES/ GEOGRAPHY

CultureContact*
Four World Views
Interaction of Cultures
Man: A Cross-Cultural Approach**
Mix
OXFAM Case Studies of Developing Nations
People and Places
People of the World

WORLD HISTORY

Four World Views
Hiroshima Decision**
Interaction of Cultures
Nations in Action

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*Game
**Multi-Media kit

TOPICS/TECHNIQUES INDEX

AFRICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Jr)
Data on the Human Crisis (Jr/HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)
Ghetto* (Jr/HS)
Man's Economic World (Jr/HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
Ghetto* (Jr/HS)
Liberals and Conservatives (HS)
Voices for Justice (Jr/HS)

AMERICAN REVOLUTION

From Subject to Citizen (Jr)

ASIA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Jr)

BUSINESS ETHIC, U.S., DEVELOPMENT OF

Division, Unity and Expansion (HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

COLONIAL PERIOD, U.S.

From Subject to Citizen (Jr)

COMMUNICATION PROBLEMS

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Jr/HS)
Dealing with Aggressive Behavior (Jr)
Simulating Social Conflict (HS)

CONSTITUTION, U.S.

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
From Subject to Citizen (Jr)
Voices of Justice (Jr/HS)

CULTURE/CROSS-CULTURAL APPROACH, INTERACTIONS OF CULTURES

CultureContact* (Jr/HS)
Four World Views (Jr/HS)
Interaction of Cultures (Jr/HS)
Man: A Course of Study (Jr)
Man: A Cross-Cultural Approach** (Jr/HS)
Man in Culture (Jr/HS)
Mix (HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
People and Places (Jr)
People of the World Series (Jr/HS)

DATA RESOURCES

Data on the Human Crisis (Jr/HS)

DEPRESSION, U.S. AND WORLD

Nations in Action (Jr)

*Game
**Multi-Media kit

DEVELOPING NATIONS

Data on the Human Crisis (Jr/HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
Mix (HS)
People and Places (Jr)
People of the World (Jr/HS)
Starpower* (Jr/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)
Constructing a Life Philosophy (HS)
Loyalties: Whose Side Are You On? (HS)
Making Value Judgments (Jr/HS)
Values in Action** (Jr)

DISCUSSING PUBLIC ISSUES

Taking a Stand (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION)

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)
Man in His Environment (Jr/HS)

ENGLISH BACKGROUND, U.S. HISTORY

From Subject to Citizen (Jr)

GAMES AND SIMULATIONS

CultureContact* (Jr/HS)
Ghetto* (Jr/HS)
Marketplace* (HS)
Railroad Game* (Jr/HS)
Starpower* (HS) -- Powderhorn (Jr)

GEOGRAPHICAL SKILLS

People and Places (Jr)

GROUP PROBLEM SOLVING

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations (Jr/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Jr/HS)

INDIA

People of the World (Jr/HS)

INDUSTRIALIZATION, U.S., 19th CENTURY

Division, Unity and Expansion (HS)
Railroad Game* (Jr/HS)

INFLUENCE AND USE OF POWER, U.S.

American Political Behavior (HS)
From Subject to Citizen (Jr)

INQUIRY ACTIVITIES/U.S. HISTORY

Division, Unity and Expansion (HS)
Inquiry Experiences in American History (Jr/HS)

INTERNATIONAL SYSTEM

Man's Economic World (Jr/HS)
Nations in Action (Jr)
Starpower* (Jr/HS)

KENYA

People of the World (Jr/HS)

LANGUAGE ARTS

Choices (HS)
Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World (Jr/HS)

LAW, CIVIL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Voices for Justice (Jr/HS)

LAW, CRIMINAL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Crimes and Justice (Jr/HS)
Law: You, the Police and Justice (Jr/HS)
Youth and the Law (Jr/HS)

LIFE CYCLE

Man: A Course of Study (Jr)

LOYALTY

Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)

MAN, NATURE OF

Constructing a Life Philosophy (HS)
Man: A Course of Study (Jr)
Man's Attitudes (Jr/HS)

NATIONALISM

Interaction of Cultures (Jr/HS)
Nations in Action (Jr)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

Hiroshima Decision** (HS)
Simulating Social Conflict (HS)

PERCEPTION

Images of People (HS)
Man's Attitudes (Jr/HS)

POPULATION

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Jr)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Jr/HS)

REVOLUTION

Starpower* (Jr/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Jr/HS)
Inquiry Experiences in American History
Law: You, the Police and Justice (Jr/HS)
Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)
Voices for Justice (Jr/HS)

RULE-MAKING

Starpower* (Jr/HS)
Voices for Justice (Jr/HS)

SOCIAL CLASS

Images of People (HS)
Social Change: Case of Rural China (HS)
Starpower* (Jr/HS)

STEREOTYPES

Images of People (HS)
Man's Attidues (Jr/HS)

URBAN AMERICA

Crimes and Justice (Jr/HS)
Ghetto* (Jr/HS)

WAR/PEACE

Data on the Human Crisis (Jr/HS)
Hiroshima Decision** (HS)
Nations in Action (Jr)
OXFAM Case Studies of Developing Nations (Jr/HS)
Starpower* (Jr/HS)

WORLD WAR I

Nations in Action (Jr/HS)

WORLD WAR II

Hiroshima Decision** (HS)
Nations in Action (Jr/HS)

IDENTITY -- MATERIALS DESCRIBED

Title	Grade Level		
	7-8	9	10-11-12
Constructing a Life Philosophy			X
Dealing with Aggressive Behavior	X	X	
Four World Views	X	X	
Ghetto*	X	X	X
Images of People			X
Making Value Judgments	X	X	X
Man: A Course of Study	X		
Man in Culture	X	X	
Man's Attitudes	X	X	

*Game
**Multi-Media kit

CONSTRUCTING A LIFE PHILOSOPHY
(Opposing Viewpoints Series)

Author	Opposing Viewpoints Series: David L. Bender, editor
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Book $1.65; map game 95¢ each

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 45 students
Grade level - 7, 8
Portion taught - All

Recommended Placement	10th - 12th grades
Teaching Time	2 - 4 weeks
Suggested Preparation Time	2 hours
Helpful Supplementary Materials	Life Philosophy game accompanies the unit. The testing teacher used none but suggests finding a good novel about teenage concerns, life style, decision-making.

I. Description

A. *Comments:* Presents diverse readings, each expressing a different life style; for example, "The Christian's Commandments" juxtaposed to "An Atheist's Values."

Focus: Various life styles, values, beliefs of people. *Subfocuses:* Everyone will come to a point in life when he "decides" on or "drifts into" his own life style. Many people adapt variations or combinations of life philosophies.

B. *Key concepts:* identity, values and valuing process

C. *Goals and objectives*
1. To have students think, "in what do I believe?"
2. To have students examine themselves to see how they feel about life, death, after-life, other people, God, etc.
3. For students to learn that developing a life philosophy takes a long time and it is important to examine alternatives.

4. To present a non-biased approach.

II. Abilities required

A. *Reading level:* 10th - 12th grades

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
discussion			X
role-playing		X	
game		X	
written work		X	

III. Teachers' comments on motivation

The material is somewhat self-motivating but requires some motivating activities by the teacher.

IV. Additional comments

A. The testing teachers would use the materials again in part. They provide some teacher guidance, develop concepts clearly, and hold student attention and interest.

B. The unit might be enlarged, with this material as part of a larger unit and not as a whole in itself.

C. Not appropriate, neither for topic nor reading level, for the intermediate level. Relevant for more advance students.

DEALING WITH AGGRESSIVE BEHAVIOR

Authors	Cooperative effort of Lakewood City Public Schools System, Educational Research Council of America, and Ohio State Department of Education
Publisher	Educational Research Council of America
Availability	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
Cost	Student book 85¢; Teacher's guide $2.55

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
7 teachers, 470 students
Grade levels - 7-10
Portion taught - The evaluating teachers varied.

Recommended Placement	7th - 9th grades
Suggested Preparation Time	Unestimated. Much time spent finding supplementary readings and materials.
Helpful Supplementary Materials	Growing Up Strong, Contact Series, Scholastic Book Services; Eye of the Beholder, film available from Stuart Reynolds, 9465 Wilshire Blvd., Beverly Hills, California 90202; Generation Gap, game from Western Publishing Co., Inc., 850 Third Ave., NY, NY 10022, $15.

I. Description

A. *Comments:* Valuable for teaching about the variety of potential human aggressive behaviors, their relationship with the satisfaction of human needs, and some alternatives people can use in solving frustrating situations. The five sections in the book are 1) a Profile of Behavior and Aggression, 2) Youth in Confrontation, 3) Vandalism, 4) Protest, and 5) Why Violence.

Focus: Understanding human needs, feelings, frustrations and ways to direct behavior away from negative aggressive action toward positive, constructive action. *Subfocuses:* Aggressive behavior is universal. Frustrations are also universal and often lead to negative displays of aggressive behavior. Many methods people use to reduce frustrations merely hide the problems. Some solutions to frustrations bring immediate relief but have negative long-range effects. There are a variety of ways to deal with frustration.

B. *Key concepts:* conflict, identity, power and authority

C. *Goals and objectives*
1. That students would learn about:
   a. human needs and ways people satisfy them
   b. aggressive behaviors people use to face problems
   c. ways of dealing with their own frustrations
2. That a student would:
   a. understand himself and develop self respect
   b. understand his friends and be a good friend

II. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
role-playing			X
charts			X
readings			X
inquiry			X
simulation		X	
class and small group discussion			X
inductive process			X

III. Teachers' comments on motivation

A. Role-playing exercises were very successful. Group work and class discussions were more successful than individual exercises.

B. There was a great deal of interest in the songs presented for interpretation and discussion. Discovery of one's own self and feelings was the number one "grabber" throughout the units.

C. "I found using the short stories as a means of introducing the basic concepts rather than as a follow-up was extremely valuable for students easily bored with theoretical discussions."

IV. Additional comments

A. The materials held student interest, provided adequate teacher guidance and developed concepts clearly.

B. ". . . requires complete and active participation by the teacher. Major concepts should be reinforced constantly. I found I spent a bit too much time on projects and busy work (the student workbook is full of it) and left not enough time for the last part of the unit."

C. Since all five sections of it cannot be taught during the same year, thought needs to be given to the sequencing and grade level placement if this is to be adopted throughout a district. Sections I and II might be taught in the 7th grade, III and IV in 8th grade, and V in 9th grade.

FOUR WORLD VIEWS
(Concepts and Inquiry Series)

Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $1.98; Teacher's guide $1.41

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 208 students
Grade levels - 7-9
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	3 - 6 weeks
Suggested Preparation Time	1/2 hour to 1 hour per day.
Helpful Supplementary Material	Films on the major world religions, the Bible, and the Torah.

I. Description

A. *Comments:* The four views selected by this unit are 1) Confucian, 2) Buddhist, 3) Hebrew, 4) Greek.

B. *Focus:* The role of ideas (divine, universe, knowledge, art, truth) in cultural differentiation.

Subfocuses: change, diffusion, humanism, naturalism, polytheism, monotheism. Man's need for religion, importance of religion as it affects the history of mankind, development of a unique Hebrew culture, nature of religion, nature of historical evidence.

C. *Key concepts:* interdepence, change, self identity

D. *Goals and objectives*

1. To acquaint students with the ideas of these four cultures and the significance of family, government, man, and God in these four cultures.
2. To expand the awareness of the students concerning value systems and the development of religious beliefs in a variety of cultures.

3. To have students understand the nature and importance of values and their relations to controlling ideas.

4. To show cultural borrowing and cultural diversity.

II. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
display-making		X	
role-playing		X	
value clarification exercises		X	

III. Teachers' comments on motivation

A. The material is self-motivating.

B. Excellent format -- pictures, maps, charts. Good reading level.

IV. Additional comments

All evaluating teachers were quite excited and pleased by this unit's effect upon their classes. The material is very self-motivating and met a decided curriculum need to have religions' views treated from a global perspective. The teacher's guide was also recommended. It presented several alternatives for each day's lessons that allowed teachers to select on the basis of their own interest, strengths and resources.

GHETTO

Author	Dove Toll
Publisher	Academic Games Associates
Availability	Academic Games Associates Western Publishing Company School and Library Department 850 Third Avenue New York, New York 10022
Cost	$20

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 20 students
Grade level - 9
Portion taught - All

Recommended Placement	9th grade
Teaching Time	3 to 5 days
Suggested Preparation Time	Approximately 1 hour
Helpful Supplementary Materials	None

I. Description

A. *Comments:* Each player in Ghetto is a poor person in a poor neighborhood trying to improve his life situation. This simulation attempts to have students develop empathy for individuals actually caught up in a ghetto. Some of the urban components built into the game are slum schools, rewards and risks of illegal activities, and family responsibilities.

Focus: Aspects of life in an urban ghetto, poverty, and the resulting pressures and tolls on human life.

B. *Key concepts:* power and authority, conflict, self-identity

C. *Goals and objectives:* To give student a vicarious experience of some of the pressures of life in the underprivileged areas of the inner city: economic and family responsibilities; slum schools; rewards and risks of illegal activities; and the interaction between the individual and his neighborhood.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
role playing			X
simulation			X
discussion			X

III. Teachers' comments on motivation

A. Self-motivating

B. Competition is central.

IV. Additional comments

A. Testing teachers reported that students did not explore one possibility inherent in the game, and that is a bootstrap operation to improve the neighborhood. This would benefit all game participants. Another problem is that the basic design of the game is for only 10 roles. The teacher is forced to double up on roles, or run two or three games simultaneously. Very high student interest has been reported by testing teachers.

B. Teachers would use this material again, possibly adding more options to make it more interesting and truer to life.

C. "Be sure rules are clear to students. One trial run worked great."

IMAGES OF PEOPLE

Author	SRSS: Episodes in Social Inquiry
Publisher	Allyn and Bacon, Inc.
Availability	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Cost	Student book $6.30/10; Teacher's guide $1.02

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
5 teachers, 280 students
Grade levels - 7,8,10,11
Portion taught - Varied from part to all

Recommended Placement	12th grade
Teaching Time	Ranges from 2 1/2 to 6 weeks
Suggested Preparation Time	1-2 hours before each lesson
Helpful Supplementary Materials	Joshua, film available from ACI Films, Inc. 16 W. 46th St., NY, NY 10036 (rental cost not available); Eye of the Beholder, film available from Stuart Reynolds, 9465 Wilshire Blvd., Beverly Hills, California 90202.

I Description

A. *Comments:* Employs classic sociological experiments to introduce students to the stereotyping process and how that affects attitudes and behaviors.

Focus: Stereotypes *Subfocuses:* 1) Stereotypes distort our perception of reality, 2) Selective perception acts as a filter in our minds, and 3) Stereotypes are difficult to change.

B. *Key concept:* self identity

C *Goals and objectives*

1. To teach about why stereotypes exist and their nature.
2. To teach more accurate perceptual skills.
3. To teach the importance of caution in judging other people.
4. To teach that people are individuals, that no two people see things the same way.

II. Abilities required

A. *Reading level:* 10th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
inquiry			X
written work		X	
statistics			X
questionnaires			X
graphs		X	
readings			X
role-playing		X	
survey			X
discussion			X
analysis			X

III. Teachers' comments on motivation

A. The evaluating teachers agree that the material was not self-motivating and required continual motivating activities by the teacher.

B. These kids are so removed from other races, it's a difficult subject to interest them in. They do not have set stereotypes yet -- just vague generalities. Isolated cultural environment of suburbia leaves little focused stereotyping at this age level.

C. The supplementary films, the girl watcher experiment, and the surveys generated student interest.

IV. Additional comments

This booklet got a very mixed reaction from the testing teachers. They both liked and disliked it. Some activities went well in the classroom and others died a terrible death. Teachers felt that kids, particularly in suburbia, need to break their own stereotyped thinking. It is too bad that this booklet didn't always do this.

Teachers recommend that this material not be used at the intermediate level, unless certain things are left out or modified, i.e. reading material. Most students found it difficult (almost impossible) to do the tabulations for "girl watchers." They also suggest continuing through the unit in consecutive class sessions instead of breaking it up in two 3-day segments over several weeks.

MAKING VALUE JUDGMENTS

Author	Carl A. Elder
Publisher	Charles E. Merrill Publishing Company
Availability	Charles E. Merrill Publishing Company Division of Bell and Howell Company 1300 Alum Creek Drive Columbus, Ohio 43216
Cost	Student book $2.25; Teacher's guide $1

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 38 students
Grade level - 7, 8
Portion taught - Part, chapters 1-4 and part of 5.

Recommended Placement	7th - 12th grade
Teaching Time	3 - 6 weeks
Suggested Preparation Time	approximately 4 hours prior to introduction; 3 hours per week during the unit.
Helpful Supplementary Materials	Newspapers, but the unit can stand alone, with the Profiles within the chapters providing contemporary examples.

I. Description

A. *Comments:* The purpose of the book is to provide students with guidelines for making their own value judgments. The author discusses the nature of values and the steps in the decision-making process, presents available facts and various viewpoints concerning such important problem and decision areas as drug use, citizenship, prejudice, careers, goals, pollution, and personal relationships. Students are encouraged to examine each of these issues, study the alternative actions available to them, consider the consequences of each choice, and then make their own value judgments -- the decisions that are right for them.

Focus and key concepts: Values, valuing process, decision-making, identity, roles of the individual in society and how they affect his values, ethics.

B. *Goals and objectives*

1. To make students aware of valuing processes, of the many situations they encounter requiring their use of these processes, and of their own ability to make responsible decisions and judgments based on all pertinent considerations.

2. For students to see that values usually motivate behavior, that society's progress and problems can often be attributed to the values held by its people, that conflict occurs when behaviors conflict with values.

II. Abilities required

A. *Reading level:* 7th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
reading			X
analysis			X
discussion			X
role-playing			X
interviewing			X
written work		X	
hypothesizing/ making predictions		X	
simulation		X	

III. Teacher's comments on motivation

While the reading is self-motivating, it's necessary to set up relevant situations in order for students to implement the processes about which they are reading.

IV. Additional comments

A. The testing teacher felt that the material is excellent and will use it again.

B. Held student interest; developed concepts clearly; did not provide adequate teacher guidance. Most concepts are easily understandable, but the inter-connection of one to the other should be practiced frequently with relevance to students' own roles.

C. Good to use at the beginning of the year to provide background for later analysis of values in various cultures or in various elements of a society.

MAN: A COURSE OF STUDY

Author	Educational Development Center
Publisher	Curriculum Development Center
Availability	Curriculum Development Association Suite 414, 1211 Connecticut Avenue, N.W. Washington, D.C. 20036
Cost	Many varied materials at different prices available

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 30 students
Grade level - 7, 8
Portion taught - All

Recommended Placement	5th - 7th grades
Teaching Time	6 - 18 weeks
Suggested Preparation Time	Teacher should take workshop before the course and plan to spend one hour per day minimum preparation.
Helpful Supplementary Materials	films: Animal War-Animal Peace, available from Contemporary Films/McGraw Hill, rental $18; Dr. Leakey and the Dawn of Man, National Geographic Films, Inc.; Autumn River Camp I, II; Winter Sea Ice Camp I, II, III, IV, both available from Education Development Center, Cambridge, Mass.

I. Description

A. *Comments:* MACOS is a well-conceived, intricate curriculum package. The central question that is raised is "What makes man human?"

Focus: The following behaviors make man human: 1) his ability to communicate, 2) his ability to cope with change, and 3) his ability to make judgments shaped by the culture in which he lives. *Subfocuses:* 1) The study of life cycles indicates that learning is a principal human activity. 2) Man's dependency on learning allows for an immense range of adaptive behavior, as evidenced by the differences between cultures and the possibility of rapid changes within a culture, and 3) The participation of parents in the development of the young is more complex in man than in any other animal species.

B. *Key concepts:* identity, values and valuing process

C. *Goals and objectives*

1. To stimulate students to think about the nature of man by providing them with interesting studies of animal behavior and human groups taken from recent work in the behavioral sciences and anthropology.

2. That children will come to understand that what is regarded as acceptable behavior is a product of culture.

II. Abilities required

A. *Reading level:* 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
graphs	X		
charts		X	
tables		X	
maps		X	
inquiry			X
role playing		X	
discussion			X
simulations			X

II. Teacher's comments on motivation

The material is self-motivating and does not require continual motivating activities by the teacher. The materials and activities suggested in the teacher's guide practically teach themselves.

IV. Additional comments

A. To teach MACOS, a teacher really needs to understand the point of view of this curriculum, as it calls upon certain types of teacher behaviors. It is strongly urged that interested teachers join an introductory workshop designed on this course.

B. I would teach this course as an elective and make it either a semester course or one that lasted 9-12 weeks.

MAN IN CULTURE
(Concepts and Values Series)

Author	Center for the Study of Instruction (Concepts and Value Series)
Publisher	Harcourt, Brace, Jovanovich
Availability	Harcourt, Brace, Jovanovich 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.59; Teacher's guide $1.95 (covers six titles in the series).

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
6 teachers, 185 students
Grade levels - 7-9
Portion taught - All

Recommended Placement	7th to 9th grade
Teaching Time	4 to 5 weeks
Suggested Preparation Time	12 hours
Helpful Supplementary Materials	Films: Geronimo Jones, National Educational Films Center, $20 rental; Why Man Creates, available from Pyramid Films, Box 1048, Santa Monica, California; rental price not available. Books: Constructing a Life Philosophy (Opposing Viewpoints Series), Greenhaven Press, Anoka, Minnesota, 1971; Man: A Cross Cultural Approach, available from Educational Resources Inc., Post Office Box 103, South Orange, New Jersey 07079, $163 (see separate evaluation).

I. Description

A. *Comments:* This unit is from a very popular series of titles designed for use in 7th and 8th grade social studies. Each unit is keyed to a particular social science discipline. Man in Culture is based on anthropological concepts.

Focuses: Cultures provide for their members the ways and means of satisfying human needs. Cultures provide a means of passing the knowledge, values, tools, and useful behavior from one generation to the next. All cultures have belief systems that help explain the world and that provide people with values to guide their behavior.

B. *Key concepts:* interdependence, identity, change

C. *Goals and objectives*

1. To have students develop empathy for the many subcultures that exist in the majority culture, and to have students be receptive when looking at the values of a member of the many subcultures in American society.
2. To have minority group students feel a sense in their heritages.

II. Abilities required

A. *Reading level:* 6 - 9

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
maps		X	
inquiry			X
analysis			X
discussion			X
role-playing		X	
value clarification exercises		X	

III. Teachers' comments on motivation

A. Testing teachers felt the material was self-motivating.

B. Pictures in the text can be used as study pictures and are very useful in stimulating class discussion.

IV. Additional comments

Testing teachers felt very differently about the classroom use of this book. Some teachers were laudatory about some of the inquiry lessons, while others reported dismal failures on the same lessons. The most serious complaint about the book has been that "grabbers" are utilized without sufficient follow-up to really ensure student internalization of the main ideas. The books themselves are attractive and well worth examining.

MAN'S ATTITUDES
(Concepts and Values Series)

Authors	Center for the Study of Instruction
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.44; Teacher's guide $1.95

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 180 students
Grade level - 7, 9
Portion taught - All

Recommended Placement	7th - 9th grades
Teaching Time	4 - 8 weeks
Suggested Preparation Time	about 1 hour per class period
Helpful Supplementary Materials	multi-media kit, "Man: A Cross-Cultural Approach," available from Educational Resources, Inc. $163 for complete package (see separate evaluation).

I. Description

A. *Comments:* An inquiry-oriented unit designed for psychology courses, but also suitable for social studies or English classes. Through pictures and readings, it attempts to give students a general introduction to the methods of behavioral psychology.

Focus: attitudes, basic principles of behavioral psychology, beliefs, values, perception, prejudice.

B. *Key concept:* identity

C. *Goals and objectives*: To explain the attitudes which cause prejudice; devise plans for changing attitudes; use the scientific method of observation; recognize that different perceptions result in different attitudes.

II. Abilities required

A. *Reading level:* 7th grade. Concept complexity is much higher.

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
graphs		X	
charts		X	
tables		X	
maps	X		
inquiry			X
discussion			X

III. Teachers' comments on motivation

A. One teacher said the material was self-motivating.

B. The other reported, "even though the book is filled with 'grabbers,' the students 'hated' the content....The unit is an attractive package, but it was like pulling teeth to teach it."

IV. Additional comments

A. Student reaction to and understanding of behavioral psychology varied considerably for the two testing teachers. The book's most successful feature is its pictures, which have great potential for inquiry lessons. At its best, the unit does help give students an understanding of attitudes, perception, stereotyping, prejudice, and advertising techniques, and can help bring about positive attitudinal changes.

B. One teacher felt the unit was highly motivating (especially in the pictures); it made the students verbalize common sense psychology in behavioral terms; and its rational, low-key treatment of prejudice helped the students to change their racial stereotypes.

C. The other teacher thought the unit confusing conceptually and said the students "disliked using the book for any other purpose but looking at the pictures."

EVALUATION FORM

Title of Material

Author(s)

Publisher

Availability (national address)

Cost

Testing Situation

Number of teachers _____ Number of students _____

Grade level _____ Ability level low ___ average ___ high ___

School _____

Portion taught All _____ Part _____
(If part, include chapters or pages.)

Recommended Placement

Teaching Time

Suggested Preparation Time

Helpful Supplementary Materials (Include availability and cost, if possible.)

I. Description

Summarize the material's contents, focus, and the author's approach. For example, American Political Behavior might be described as a study of American politics focusing on political roles. It uses a social scientific approach in conjunction with a series of case studies.

What are the key concepts?

What were the stated (or implied) objectives of the material?

What were your own objectives?

II. Abilities required

Reading level (vocabulary and comprehension): k-12

Skills	None	Moderate	Heavy
Use of:			
charts, graphs, tables			
maps			
readings			
inquiry/hypothesizing			
simulation			
role-playing			
discussion			
others (list)			

III. Motivation

What were the special "grabbers" or techniques used?

Was the material self motivating? Yes _____ No _____

Did it require continual motivating activities? Yes _____ No _____

Comments:

IV. Evaluation

What tools did you use to measure student achievement? Did you develop them yourself or were they part of the curriculum?

V. Further comments

Special do's and don'ts for teachers new to the material.

Did the materials hold student interest? Yes _____ No _____

provide adequate teacher guidance? Yes _____ No _____

develop concepts clearly? Yes _____ No _____

Comments:

A GUIDE TO SELECTED CURRICULUM MATERIALS ON
INTERDEPENDENCE, CONFLICT, AND CHANGE:

Teacher Comments on Classroom Use and Implementation

VALUES AND VALUING

CONTENTS

Introduction

Participating Teachers

List of Units Evaluated in Entire Project

Indexes

A. Suggested Course Placement

B. Topics/Techniques

C. Concept -- Materials described

Evaluations

Materials Evaluation Form

SO 007 784

Prepared for the Center for Teaching International Relations by the Center for War/Peace Studies (A Program of the New York Friends Group, Inc.), 1973. Produced and distributed through a grant from the National Endowment for the Humanities.

INTRODUCTION

The materials annotated here represent a process of improving teaching about interdependence, conflict, and change through classroom testing curriculum materials. The notes and comments are those of the participating teachers. They are intended to assist curriculum development through a process of implementing already available materials. Attached to each guide is an evaluation form so that this process can be ongoing.

The testing came after three years of work by the Diablo Valley Education Project, a program of the Center for War/Peace Studies, and the Mt. Diablo Valley Unified School District in Concord, California, partially aided by a grant from the Rosenberg Foundation of San Francisco. It represents the collective input of some seventy teachers and four staff members. The further development of these guides was sponsored by the Center for Teaching International Relations. The purpose of these guides is to continue curriculum improvement and stimulate greater numbers of teachers to use some of the materials.

Since these guides represent materials as they were used by teachers the following cautionary notes should be made:

1. The materials included in the handbook were selected by Diablo Valley Education Project staff for their focus on concepts of prime interest to the Project and are not a cross-section of what is available.

2. These materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms.

3. The number of teachers testing most materials was quite small as priority was placed on involving many teachers with many materials rather than on a large number of teachers evaluating a few materials.

4. The comments presented here are edited versions drawn from the original teacher evaluations.

5. On individual sheets recommended placement refers to where the item might be best placed. In the indexes the same item may be shown as being useful in a wider range of grade levels. No inconsistency is intended.

6. In some cases the descriptions of the material -- including content, focus, goals and objectives -- apply only to the portions taught and to the manner in which testing teachers used the material. You should be aware, for example, that the goals and objectives listed may be the teachers' goals as modified for their use rather than the goals the authors had in mind.

7. The guide is being distributed in six conceptual units -- change, conflict, identity, interdependence, power and authority, values and valuing. Each unit however, contains a listing of all the materials tested and complete indexes including topics/techniques index, and suggested placement of tested materials into semester courses. Items are arranged alphabetically by title. If you are interested in receiving other sections of the bibliography or have comments on materials you've used write the Curriculum Materials Program, Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

PARTICIPATING TEACHERS

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Neil Agron
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Katie Chilton
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Ken Stierna
Barbara Stromberg
Marv Tauber
Grace Townley
Sharon Vogt
Carl von Rohr
Ruby Wilhite
Barbara Williams
Jackie Woodruff
Rita Zwerdling

LIST OF UNITS EVALUATED IN ENTIRE PROJECT

American Political Behavior (Ch,P)+
Choices (V)
Conflict, Politics and Freedom (Co,P)
Constructing a Life Philosophy (I,V)
Crimes and Justice (Co,P)
CultureContact* (Ch,Co,ID)
Data on the Human Crisis (Co,ID)
Dealing with Aggressive Behavior (Co,P,I)
Division, Unity and Expansion (Ch,Co)
Earth Island** (ID)
Ecology Controversy (V,ID)
Four World Views (I,ID,Ch)
From Subject to Citizen (Ch,P)
Ghetto* (Co,P,I)
Hiroshima Decision** (P,V)
Images of People (I)
Inquiry Experiences in American History (Ch,Co)
Interaction of Cultures (Ch,ID)
Law: You, the Police and Justice (P)
Liberals and Conservatives (Ch,P,V)
Loyalties: Whose Side Are You On? (P,V)
Making Value Judgments (I,V)
Man: A Course of Study (I,V)
Man: A Cross-Cultural Approach** (ID)
Man in Culture (Ch,I,ID)
Man in His Environment (ID)
Man's Attitudes (I)
Man's Economic World (Co,ID)
Marketplace* (ID)
Mix (V,ID)
Nations in Action (Ch,Co)
OXFAM Case Studies of Developing Nations (Ch,ID)
People and Places (ID)
People of the World (Ch,ID)
Railroad Game* (Co,P)
Simulating Social Conflict (Co)
Small Group Processes (Ch, Co)
Social Change: The Case of Rural China (Ch)
Starpower (Powderhorn)* (P,Co)
Taking a Stand (Co)
Values in Action** (Co,V,P)
Voices for Justice (Co,P)
Youth and the Law (P)

+These letters refer to the conceptual units in which a particular item appears. Ch stands for Change; Co -- Conflict; ID -- Interdependence; I -- Identity; P -- Power and authority; V -- Values and valuing.

*Game
**Multi-Media kit

SUGGESTED PLACEMENT OF MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/LAW

American Political Behavior
Conflict, Politics and Freedom
Crimes and Justice
Ghetto*
Law: You, the Police and Justice
Liberals and Conservatives
Voices for Justice
Youth and the Law

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion
From Subject to Citizen
Hiroshima Decision**
Inquiry Experiences in American History
Railroad Game*

ANTHROPOLOGY

CultureContact*
Interaction of Cultures
Man: A Course of Study
Man in Culture
Mix

ECOLOGY

Earth Island**
Ecology Controversy
Man in His Environment

ECONOMICS

Man's Economic World
Marketplace*

INTERNATIONAL RELATIONS

Nations in Action
OXFAM Case Studies of Developing Nations
Simulating Social Conflict
Social Change: Case of Rural China

PHILOSOPHY/ETHICS

Choices
Constructing a Life Philosophy
Four World Views
Hiroshima Decision**
Liberals and Conservatives
Loyalties: Whose Side Are You On?
Making Value Judgments
Values in Action**

PSYCHOLOGY

Constructing a Life Philosophy
Dealing with Aggressive Behavior
Images of People
Loyalties: Whose Side Are You On?
Man's Attitudes
Small Group Processes
Starpower*

SOCIOLOGY

American Political Behavior
Crimes and Justice
Ghetto*
Images of People
Simulating Social Conflict
Small Group Processes
Social Change: Case of Rural China
Starpower*

WORLD CULTURE/AREA STUDIES/ GEOGRAPHY

CultureContact*
Four World Views
Interaction of Cultures
Man: A Cross-Cultural Approach**
Mix
OXFAM Case Studies of Developing Nations
People and Places
People of the World

WORLD HISTORY

Four World Views
Hiroshima Decision**
Interaction of Cultures
Nations in Action

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*Game
**Multi-Media kit

TOPICS/TECHNIQUES INDEX

AFRICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Jr)
Data on the Human Crisis (Jr/HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)
Ghetto* (Jr/HS)
Man's Economic World (Jr/HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
Ghetto* (Jr/HS)
Liberals and Conservatives (HS)
Voices for Justice (Jr/HS)

AMERICAN REVOLUTION

From Subject to Citizen (Jr)

ASIA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World Series (Jr/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Jr)

BUSINESS ETHIC, U.S., DEVELOPMENT OF

Division, Unity and Expansion (HS)
Marketplace* (Jr/HS)
Railroad Game* (Jr/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

COLONIAL PERIOD, U.S.

From Subject to Citizen (Jr)

COMMUNICATION PROBLEMS

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Jr/HS)
Dealing with Aggressive Behavior (Jr)
Simulating Social Conflict (HS)

CONSTITUTION, U.S.

American Political Behavior (HS)
Conflict, Politics and Freedom (Jr/HS)
From Subject to Citizen (Jr)
Voices of Justice (Jr/HS)

CULTURE/CROSS-CULTURAL APPROACH, INTERACTIONS OF CULTURES

CultureContact* (Jr/HS)
Four World Views (Jr/HS)
Interaction of Cultures (Jr/HS)
Man: A Course of Study (Jr)
Man: A Cross-Cultural Approach** (Jr/HS)
Man in Culture (Jr/HS)
Mix (HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
People and Places (Jr)
People of the World Series (Jr/HS)

DATA RESOURCES

Data on the Human Crisis (Jr/HS)

DEPRESSION, U.S. AND WORLD

Nations in Action (Jr)

*Game
**Multi-Media kit

DEVELOPING NATIONS

Data on the Human Crisis (Jr/HS)
OXFAM Case Studies of Developing Nations (Jr/HS)
Mix (HS)
People and Places (Jr)
People of the World (Jr/HS)
Starpower* (Jr/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)
Constructing a Life Philosophy (HS)
Loyalties: Whose Side Are You On? (HS)
Making Value Judgments (Jr/HS)
Values in Action** (Jr)

DISCUSSING PUBLIC ISSUES

Taking a Stand (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION)

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)
Man in His Environment (Jr/HS)

ENGLISH BACKGROUND, U.S. HISTORY

From Subject to Citizen (Jr)

GAMES AND SIMULATIONS

CultureContact* (Jr/HS)
Ghetto* (Jr/HS)
Marketplace* (HS)
Railroad Game* (Jr/HS)
Starpower* (HS) -- Powderhorn (Jr)

GEOGRAPHICAL SKILLS

People and Places (Jr)

GROUP PROBLEM SOLVING

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations (Jr/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Jr/HS)

INDIA

People of the World (Jr/HS)

INDUSTRIALIZATION, U.S., 19th CENTURY

Division, Unity and Expansion (HS)
Railroad Game* (Jr/HS)

INFLUENCE AND USE OF POWER, U.S.

American Political Behavior (HS)
From Subject to Citizen (Jr)

INQUIRY ACTIVITIES/U.S. HISTORY

Division, Unity and Expansion (HS)
Inquiry Experiences in American History (Jr/HS)

INTERNATIONAL SYSTEM

Man's Economic World (Jr/HS)
Nations in Action (Jr)
Starpower* (Jr/HS)

KENYA

People of the World (Jr/HS)

LANGUAGE ARTS

Choices (HS)
Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations (Jr/HS)
People of the World (Jr/HS)

LAW, CIVIL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Voices for Justice (Jr/HS)

LAW, CRIMINAL--AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Jr/HS)
Crimes and Justice (Jr/HS)
Law: You, the Police and Justice (Jr/HS)
Youth and the Law (Jr/HS)

LIFE CYCLE

Man: A Course of Study (Jr)

LOYALTY

Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)

MAN, NATURE OF

Constructing a Life Philosophy (HS)
Man: A Course of Study (Jr)
Man's Attitudes (Jr/HS)

NATIONALISM

Interaction of Cultures (Jr/HS)
Nations in Action (Jr)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

Hiroshima Decision** (HS)
Simulating Social Conflict (HS)

PERCEPTION

Images of People (HS)
Man's Attitudes (Jr/HS)

POPULATION

Data on the Human Crisis (Jr/HS)
Earth Island** (Jr)
Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Jr)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Jr/HS)

REVOLUTION

Starpower* (Jr/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Jr/HS)
Inquiry Experiences in American History
Law: You, the Police and Justice (Jr/HS)
Loyalties: Whose Side Are You On? (Jr)
Values in Action** (Jr)
Voices for Justice (Jr/HS)

RULE-MAKING

Starpower* (Jr/HS)
Voices for Justice (Jr/HS)

SOCIAL CLASS

Images of People (HS)
Social Change: Case of Rural China (HS)
Starpower* (Jr/HS)

STEREOTYPES

Images of People (HS)
Man's Attidues (Jr/HS)

URBAN AMERICA

Crimes and Justice (Jr/HS)
Ghetto* (Jr/HS)

WAR/PEACE

Data on the Human Crisis (Jr/HS)
Hiroshima Decision** (HS)
Nations in Action (Jr)
OXFAM Case Studies of Developing Nations (Jr/HS)
Starpower* (Jr/HS)

WORLD WAR I

Nations in Action (Jr/HS)

WORLD WAR II

Hiroshima Decision** (HS)
Nations in Action (Jr/HS)

VALUES AND VALUING PROCESS -- MATERIALS DESCRIBED

Title	Grade Level		
	7-8	9	10-11-12
Choices			X
Constructing a Life Philosophy			X
Ecology Controversy		X	X
Hiroshima Decision**	X	X	X
Liberals and Conservatives		X	X
Loyalties: Whose Side Are You On?	X		
Making Value Judgments	X	X	X
Man: A Course of Study	X		
Mix		X	X
Values in Action**	X		

*Game
**Multi-Media kit

CHOICES: SITUATIONS TO STIMULATE THOUGHT AND EXPRESSION

Author	Thelma Altshuler
Publisher	Prentice-Hall
Availability	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632
Cost	Educational discount rate $3.40

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 34 students
Grade levels - 9, 10
Portion taught - Part.
pp. 91, 96, 103, 106, 111, 114, 117, 122, 124, 243.

Recommended Placement	9th - 12th grades
Teaching Time	From two weeks to a semester (Can be used as a supplementary material.)
Suggested Preparation Time	approximately 6 hours
Helpful Supplementary Materials	This material was used as a supplement to the course text Patterns of Life: Human Growth and Development, by Phyllis B. Dolloff and Miriam Resnick, Merrill Publishing Co., Columbus, Ohio 43216. $4.50 Student book; $1.20 Teacher's manual.

Description

A. *Comments:* The 53 dilemma situations for student choice-making tend to get more literature-oriented the further you get into the book. However, the social studies teacher should not be put off, because some of the stories are quite appropriate, such as an excerpt from Earth Abides by George Stewart. The book is quite attractive with numerous cartoons reprinted from popular media.

Focus: Values: love, marriage. *Subfocuses:* sex and morality, roles, loyalty, honesty, wealth, greed, infidelity, responsibility, divorce.

B. *Key concept:* Values and valuing process

C. *Goals and objectives*
1. To identify the values involved in the exercises of the text and define and apply them to other situations in and out of school.
2. To understand one's own behavior.

3. To clarify one's own personal values.

II. Abilities required

A. *Reading level:* 9th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
hypothesizing			X
problem-solving			X
developing a theme			X
value identification			X
value definition			X
role-playing		X	
discussion			X
readings			X
written work			X

III. Teacher's comments on motivation

A. The material was self-motivating and did not require continual motivating activities by the teacher.

B. Some change in use of the material might be desirable, i.e. there might be role-playing of some situations described, and small group improvisations of same. This would provide a break in the discussion writing techniques used in the book.

IV. Additional comments

A. Holds high student interest and develops concepts clearly.

B. The book is almost self-teaching and requires no teacher guidance. However, a teacher can use the book in many ways: as a course or unit in valuing (some improvisation would be necessary), as a supplement to a sociology, psychology, or other behavioral course.

C. Use outside speakers, students' own experiences, concrete evidence from media.

CONSTRUCTING A LIFE PHILOSOPHY
(Opposing Viewpoints Series)

Author	Opposing Viewpoints Series: David L. Bender, editor
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Book $1.65; map game 95¢ each

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 45 students
Grade level - 7, 8
Portion taught - All

Recommended Placement	10th - 12th grades
Teaching Time	2 - 4 weeks
Suggested Preparation Time	2 hours
Helpful Supplementary Materials	Life Philosophy game accompanies the unit. The testing teacher used none but suggests finding a good novel about teenage concerns, life style, decision-making.

I. Description

A. *Comments:* Presents diverse readings, each expressing a different life style; for example, "The Christian's Commandments" juxtaposed to "An Atheist's Values."

Focus: Various life styles, values, beliefs of people. *Subfocuses:* Everyone will come to a point in life when he "decides" on or "drifts into" his own life style. Many people adapt variations or combinations of life philosophies.

B. *Key concepts:* identity, values and valuing process

C. *Goals and objectives*
1. To have students think, "in what do I believe?"
2. To have students examine themselves to see how they feel about life, death, after-life, other people, God, etc.
3. For students to learn that developing a life philosophy takes a long time and it is important to examine alternatives.

4. To present a non-biased approach.

II. Abilities required

A. *Reading level:* 10th - 12th grades

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
discussion			X
role-playing		X	
game		X	
written work		X	

III. Teachers' comments on motivation

The material is somewhat self-motivating but requires some motivating activities by the teacher.

IV. Additional comments

A. The testing teachers would use the materials again in part. They provide some teacher guidance, develop concepts clearly, and hold student attention and interest.

B. The unit might be enlarged, with this material as part of a larger unit and not as a whole in itself.

C. Not appropriate, neither for topic nor reading level, for the intermediate level. Relevant for more advance students.

ECOLOGY CONTROVERSY
(Opposing Viewpoints Series)

Authors	Gary E. McCuen and David L. Bender
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Student readings $1.65; "map" game 95¢

* * * * *

Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 120 students
Grade level: 7
Portion taught: Part. Chapters 1 and 3.

Recommended Placement	11th - 12th grades
Teaching Time	4 - 7 weeks
Suggested Preparation Time	The evaluating teachers having had one day in-service, prepared 4 hours prior to the unit and several hours each week of the unit.
Helpful Supplementary Materials	Spaceship Earth, Barbara Ward. Columbia University Press, New York, N.Y., 1966. Films on environment and natural resources

I. Description

A. *Comments:* The readings themselves appear to be truly representative of "opposing viewpoints." The four ecological controversies raised are 1) Population Controversy (authors include Paul Ehrlich and Pope Paul); 2) Nuclear Radiation Controversy (Seaborg); 3) Air Pollution Controversy; 4) Religious, Political and Economic Consequences of the Ecological Controversy.

What makes these books atypical is the "map" games. Each game engages a group of 5 - 7 students in a decision-making process about the readings. These games could be used after using other ecology materials, or perhaps a teacher's home-brewed unit. The game accompanying the "Ecology Controversy" is "Facing the Ecology Crisis."

Focus: The earth's natural resources are dwindling. The environment is becoming uninhabitable to man. The individual can play a major role in dealing with these situations.

B. *Key concepts:* interdependence, values and valuing process

C. *Goals and objectives*

1. To make students aware that controversy exists in the area of ecology.
2. To point out the interdependence of ecological factors with others such as economic, social, and relgicus, etc.
3. To make students aware of possible ways in which environmental problems might be dealt with.
4. To help students think about who needs to take responsibility for dealing with ecological problems, and to relate the problems to students' own lives.

II. Abilities required

A. *Reading level:* 10th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps	X		
inquiry/hypothesizing		X	
reading			X
discussion			X
simulation			X
role-playing			X
projects			X

III. Teachers' comments on motivation

A. The material is not self-motivating and the teacher does have to provide motivating activities.

B. Movies, games, role-playings, and projects held very high student interest.

C. Students designed questionnaires and made surveys in their neighborhoods on people's opinions on ecological problems.

IV. Additional comments

A. The evaluating teachers would teach parts of this material again. Teachers should choose the readings carefully.

B. Both testing teachers agreed that the reading level was too advanced for their 7th grade classes. (It seemed to be about 11th - 12th grade.)

C. Need a basic text and/or a good supply of reference books.

HIROSHIMA DECISION

Author	----
Publisher	Zenger Productions, Inc.
Availability	Social Studies School Services 10,000 Culver Blvd. Culver City, California 90230
Cost	order #ZP114R $17.50, one filmstrip, one record, 10 photo-aids, and teacher's guide; $18.50 with cassette.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
2 teachers, 30 students
Grade level - 7, 8
Portion taught - All

Recommended Placement	7th - 12th grades
Teaching Time	2 days
Suggested Preparation Time	one hour to view materials and plan strategies
Helpful Supplementary Materials	None

I. Description

A. *Comments:* This 25 minute filmstrip presents the controversy about whether the U.S. should have dropped atomic bombs on Hiroshima and Nagasaki. It offers several viable alternatives concerning the use of the bomb and the possible consequences of each action. The study kit appears to be unbiased and open-ended and leaves the controversy open for student discussion.

Focus: Should the U.S. have dropped the atom bomb? *Subfocuses:* Decision-making processes in government

B. *Key concepts:* values and valuing process, power and authority

C. *Goals and objectives*
1. To guide students to question and think critically about the action of dropping the atom bomb.
2. To guide students to think about alternatives, when facing crises.

II. Abilities required

A. *Reading level:* 7th grade and up

B. *Skills*

Use of	None	Moderate	Heavy
facts to make value judgments			X
hypothesizing			X
discussion			X

III. Teachers' comments on motivation

A. The material is self-motivating.

B. "The filmstrip is interesting and provocative but somewhat too long and drawn out. The parts during the second half where many opinions are quoted as to whether or not the bomb should have been dropped are too dry."

IV. Additional comments

A. The evaluating teachers would use this material again.

B. Plan for ample discussion time. The filmstrip raises some important questions that should be developed and discussed.

LIBERALS AND CONSERVATIVES
(Opposing Viewpoints Series)

Authors	David L. Bender and Gary McCuen, editors
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Books $1.65 each "Map" games $ .95 each

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 370 students
Grade level - 7
Portion taught - Part

Recommended Placement	9th - 12th grades
Teaching Time	2 - 4 weeks
Suggested Preparation Time	approximately one-half hour before each class session
Helpful Supplementary Materials	newspaper and magazines

I. Description

A. *Comments:* The book contains readings that represent a range of opinion on the subject. A "map" is a novel part of the materials and very useful if the teacher wants students to practice group problem-solving. The particular "map" that accompanies Liberals and Conservatives contains 4 group activities, all based upon students Planning Tomorrow's Society.

Focus: Opinions on public issues differ.

Subfocuses: Radical, liberal, conservative, reactionary: one label seldom fits one person for all issues.

B. *Key concepts:* Values and valuing process, change, power and authority

C. *Goals and objectives*
1. To enable students to understand labels and to recognize that certain labels represent certain points of view.

2. To enable students to realize what radical, liberal, conservative, and reactionary mean, and to apply these terms to selected readings.
3. To enable students to be slow in making value judgments on points of view, and to distinguish between fact and opinion.
4. To enable students to express their own points of view.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading		X	
charts		X	
graphs	X		
tables		X	
maps	X		
discussion			X
analysis		X	
inquiry		X	

III. Teacher's comments on motivation

A. The book needed constant motivating activities by the teacher, but the future planning games were highly self-rotivating.

B. Use more supplementary resources, filmstrips, etc. Build up a collection of good examples of different points of view.

IV. Additional comments

A. The evaluating teacher would teach parts of this unit again.

B. Don't assign students just to read the material. That is too hard for 7th graders. The material is better used as a framework for definitions and certain examples.

LOYALTIES: WHOSE SIDE ARE YOU ON?

Author	Contact Series
Publisher	Scholastic Book Services
Availability	Scholastic Book Services 50 West 44th St. New York, N.Y. 10036
Cost	Student book $1.50; Teacher's guide $3 Logbook 30¢

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
3 teachers, 130 students
Grade level - 7,8
Portion taught - All

Recommended Placement	7th grade
Teaching Time	4 weeks
Suggested Preparation Time	Two hours or so at the beginning of the unit and 15-30 minutes daily thereafter.
Helpful Supplementary Materials	The Hat -- Is This War Necessary?, produced by the Institute for World Order, distributed by McGraw-Hill Films, rental $24; Is It Always Right to be Right?, film available from Stephen Bosustow Productions, 1649 11th St., Santa Monica, Calif. 90404, rental $15. Teacher needs to make a few dittoes of logbook activities. Students need a folder or composition book to write logbook so as not to use the disposables.

I. Description

A. *Comments:* Loyalties deals with problems, issues, and values questions. The book investigates the intrinsic nature of loyalty and then considers the particular problems of loyalties to family, to friends, to ethnic group, and finally to country. The reading level is low (4th to 6th) but the tone is not condescending. For teachers who use role-playing, there are many situations presented that lend themselves to that.

Focus: Loyalties are important to our lives and to our society, are expressed in various ways, and are sometimes in conflict with each other.

B. *Key concepts:* power and authority, values and valuing process

C. *Goals and objectives*

1. To increase students' understanding of their own and others' loyalties in order to help them develop a sense of empathy with others.
2. To encourage students to express their feelings, improve their ability to communicate their ideas, and learn to think critically.

II. Abilities required

A. *Reading level:* 4th - 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
problem solving			X
decision making			X
inquiry			X
hypothesizing			X
reading		X	
discussion			X
group work			X
dramatics			X
written work		X	

III. Teachers' comments on motivation

A. This material was self-motivating, and the students responded to almost all the readings and activities.

B. The idea of using the logbook as an ungraded project, one where students could express their opinions freely without being judged, worked very well.

IV. Additional comments

A. The evaluating teachers would teach all of the unit again and would again follow the unit lesson plans and suggestions. They felt these were detailed and well thought out.

B. The material is clear in its concepts, provides adequate teacher guidance, and holds high level of student interest.

C. Do try the introductory and optional activities suggested.

MAKING VALUE JUDGMENTS

Author	Carl A. Elder
Publisher	Charles E. Merrill Publishing Company
Availability	Charles E. Merrill Publishing Company Division of Bell and Howell Company 1300 Alum Creek Drive Columbus, Ohio 43216
Cost	Student book $2.25; Teacher's guide $1

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 38 students
Grade level - 7, 8
Portion taught - Part, chapters 1-4 and part of 5.

Recommended Placement	7th - 12th grade
Teaching Time	3 - 6 weeks
Suggested Preparation Time	approximately 4 hours prior to introduction; 3 hours per week during the unit.
Helpful Supplementary Materials	Newspapers, but the unit can stand alone, with the Profiles within the chapters providing contemporary examples.

I. Description

A. *Comments:* The purpose of the book is to provide students with guidelines for making their own value judgments. The author discusses the nature of values and the steps in the decision-making process, presents available facts and various viewpoints concerning such important problem and decision areas as drug use, citizenship, prejudice, careers, goals, pollution, and personal relationships. Students are encouraged to examine each of these issues, study the alternative actions available to them, consider the consequences of each choice, and then make their own value judgments -- the decisions that are right for them.

Focus and key concepts: Values, valuing process, decision-making, identity, roles of the individual in society and how they affect his values, ethics.

B. *Goals and objectives*

1. To make students aware of valuing processes, of the many situations they encounter requiring their use of these processes, and of their own ability to make responsible decisions and judgments based on all pertinent considerations.

2. For students to see that values usually motivate behavior, that society's progress and problems can often be attributed to the values held by its people, that conflict occurs when behaviors conflict with values.

II. Abilities required

A. *Reading level:* 7th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
reading			X
analysis			X
discussion			X
role-playing			X
interviewing			X
written work		X	
hypothesizing/ making predictions		X	
simulation		X	

III. Teacher's comments on motivation

While the reading is self-motivating, it's necessary to set up relevant situations in order for students to implement the processes about which they are reading.

IV. Additional comments

A. The testing teacher felt that the material is excellent and will use it again.

B. Held student interest; developed concepts clearly; did not provide adequate teacher guidance. Most concepts are easily understandable, but the inter-connection of one to the other should be practiced frequently with relevance to students' own roles.

C. Good to use at the beginning of the year to provide background for later analysis of values in various cultures or in various elements of a society.

MAN: A COURSE OF STUDY

Author	Educational Development Center
Publisher	Curriculum Development Center
Availability	Curriculum Development Association Suite 414, 1211 Connecticut Avenue, N.W. Washington, D.C. 20036
Cost	Many varied materials at different prices available

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 30 students
Grade level - 7, 8
Portion taught - All

Recommended Placement	5th - 7th grades
Teaching Time	6 - 18 weeks
Suggested Preparation Time	Teacher should take workshop before the course and plan to spend one hour per day minimum preparation.
Helpful Supplementary Materials	films: Animal War-Animal Peace, available from Contemporary Films/McGraw Hill, rental $18; Dr. Leakey and the Dawn of Man, National Geographic Films, Inc.; Autumn River Camp I, II; Winter Sea Ice Camp I, II, III, IV, both available from Education Development Center, Cambridge, Mass.

I. Description

A. *Comments:* MACOS is a well-conceived, intricate curriculum package. The central question that is raised is "What makes man human?"

Focus: The following behaviors make man human: 1) his ability to communicate, 2) his ability to cope with change, and 3) his ability to make judgments shaped by the culture in which he lives. *Subfocuses:* 1) The study of life cycles indicates that learning is a principal human activity. 2) Man's dependency on learning allows for an immense range of adaptive behavior, as evidenced by the differences between cultures and the possibility of rapid changes within a culture, and 3) The participation of parents in the development of the young is more complex in man than in any other animal species.

B. *Key concepts:* identity, values and valuing process

C. *Goals and objectives*

1. To stimulate students to think about the nature of man by providing them with interesting studies of animal behavior and human groups taken from recent work in the behavioral sciences and anthropology.

2. That children will come to understand that what is regarded as acceptable behavior is a product of culture.

II. Abilities required

A. *Reading level:* 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
graphs	X		
charts		X	
tables		X	
maps		X	
inquiry			X
role playing		X	
discussion			X
simulations			X

II. Teacher's comments on motivation

The material is self-motivating and does not require continual motivating activities by the teacher. The materials and activities suggested in the teacher's guide practically teach themselves.

IV. Additional comments

A. To teach MACOS, a teacher really needs to understand the point of view of this curriculum, as it calls upon certain types of teacher behaviors. It is strongly urged that interested teachers join an introductory workshop designed on this course.

B. I would teach this course as an elective and make it either a semester course or one that lasted 9-12 weeks.

MIX
(New World Issues Series)

Authors	Barbara Stanford and Gene Stanford
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017
Cost	Student book $1.95; Teacher's guide free with order of 10 student books.

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
4 teachers, 220 students
Grade levels - 7, 8, 11, 12
Portion taught - Readings are to be selected.

Recommended Placement	12th grade
Teaching Time	up to 6 weeks
Suggested Preparation Time	2 hours per week
Helpful Supplementary Materials	Films, slides, and/or speakers would be helpful to accompany the different sections of the book.

I. Description

A. *Comments:* Teachers used this book and its varied and cosmopolitan readings to focus on a cross-cultural approach to mankind. Selections consist of a mixture of prose, poetry, songs, and other expression.

Focus: Depends on readings selected. *Subfocuses:* Variety of cultures, customs, economic, and other systems.

B. *Key concepts:* interdependence, values and valuing process

C. *Goals and objectives*

1. To present slices of different cultures, arranged thematically,
2. To analyze the factors that produce differences in cultures.
3. To make students aware that certain customs fit other cultures' needs the way our customs do ours.

II. Abilities required

A. *Reading level:* 9th - 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
discussion			X
role-playing			X
panels and debate			X
inductive processes			X
inquiry/hypothesizing			X
reading			X

III. Teachers' comments on motivation

A. This book is self-motivating and does not require motivating activities by the teacher.

B. Students were so turned on that they often read unassigned selections on their own.

IV. Additional comments

A. Most readings were successful in making students aware of the validity of the different ways other cultures view the life cycle. High student interest was maintained throughout. The teacher's guide is commended.

B. Many inter-related concepts are involved in the readings; the book is a good supplement to use periodically with many units.

C. The vocabulary was challenging to 7th and 8th graders, but testing teachers felt it not to be a hindrance.

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VALUES IN ACTION

Authors	Shaftel and Shaftel
Publisher	Holt, Rinehart and Winston, Inc.
Availability	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, N.Y. 10017
Cost	Kit $99 (which includes filmstrips $6 each and Teacher's guide $1.02)

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Recommendations and Description Based on Teacher Use

The information below is based on the following teacher use:
1 teacher, 60 students
Grade level - 7
Portion taught - All

Recommended Placement	7th grade
Teaching Time	Two weeks (if done in one block of time, which is not recommended)
Suggested Preparation Time	About one hour before introducing the unit. 15-30 minutes before each lesson thereafter.
Helpful Supplementary Materials	None needed.

I. Description

A. *Comments:* This filmstrip kit provides open-ended dilemma situations for students to discuss, or role-play and then discuss. The teacher's guide gives particular support to the role-playing process. The testing teacher indicated that the dilemmas were very appropriate for 7th grade students. The rationale for this approach to value clarification is that by role-playing, several alternative behaviors become identified with the possible consequences following. This allows students to test behaviors and values in a relatively safe psychological climate.

Focus: values, related to conflict situations, loyalty, honesty, respect for people, property.

B. *Key concepts:* values and valuing process, conflict, power and authority

C. *Goals and objectives*

1. The development of positive social values through the examination of alternative ways of behaving in specific social situations.
2. Opportunity to explore various short-term consequences resulting from behavior chosen.

3. To encourage the students to develop specific values and use these in determining their own behavior.

II. Abilities required

A. *Reading level:* None

B. *Skills*

Use of	None	Moderate	Heavy
inquiry/hypothesizing			X
discussion			X
role-playing			X
written work		X	

III. Teacher's comments on motivation

A. Material is self-motivating and does not require continual motivating activities by the teacher.

B. The teacher's manual suggests questions to present and discuss before each filmstrip situation is presented. These worked well in getting students interested and involved.

C. The open-ended filmstrips were at times frustrating for the students, but this allowed them to discuss alternatives which were not the "school" ending, or the expected proper behavior.

IV. Additional comments

A. Material held high student interest, provided adequate teacher guidance, and developed concepts clearly.

B. Introduce role-playing before beginning the filmstrips.

C. Use the material over a fairly long period of time rather than all at once.

D. The filmstrips could be used in conjunction with written case studies which involve decision-making and conflicting values.

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EVALUATION FORM

Title of Material

Author(s)

Publisher

Availability (national address)

Cost

Testing Situation

Number of teachers _____ Number of students _____

Grade level _____ Ability level low ___ average ___ high ___

School _____

Portion taught All _____ Part _____
(If part, include chapters or pages.)

Recommended Placement

Teaching Time

Suggested Preparation Time

Helpful Supplementary Materials (Include availability and cost, if possible.)

I. Description

Summarize the material's contents, focus, and the author's approach. For example, American Political Behavior might be described as a study of American politics focusing on political roles. It uses a social scientific approach in conjunction with a series of case studies.

What are the key concepts?

What were the stated (or implied) objectives of the material?

What were your own objectives?

II. Abilities required

Reading level (vocabulary and comprehension): _____ k-12

Skills	None	Moderate	Heavy
Use of:			
charts, graphs, tables			
maps			
readings			
inquiry/hypothesizing			
simulation			
role-playing			
discussion			
others (list)			

III. Motivation

What were the special "grabbers" or techniques used?

Was the material self motivating? Yes _____ No _____

Did it require continual motivating activities? Yes _____ No _____

Comments:

IV. Evaluation

What tools did you use to measure student achievement? Did you develop them yourself or were they part of the curriculum?

V. Further comments

Special do's and don'ts for teachers new to the material.

Did the materials hold student interest? Yes _____ No _____

provide adequate teacher guidance? Yes _____ No _____

develop concepts clearly? Yes _____ No _____

Comments: